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ABSTRACT

Unless investments in education increase significantly, schools will probably experience difficulty competing for talented teachers. This report presents findings of a study that investigated issues of teacher recruitment, compensation, development, and retention in private schools. Data were obtained through a questionnaire of 652 teachers at 21 different independent schools in the United States and abroad, from a case study of one independent school, and a review of research literature. The study concluded that: (1) the demand for teachers, particularly mathematics and science teachers, will intensify during the next decade; (2) the structure of a compensation system has less impact on teacher satisfaction than does the school's salary in comparison with the salary offered by competitors; (3) a school's board of trustees and head should design a compensation system that complements the mission and philosophy of the school; (4) a school's faculty should be included in any substantial effort to design or redesign a compensation system; (5) school leaders have three basic choices in considering salary systems: a strict scale in which salary depends on years of experience, a "band" scale, in which a school head has the discretion to calibrate pay in part according to performance, and no scale, in which a school competes under a free market system; and (6) schools that are not clear about their compensation policies will create the perception among some teachers that the school is biased against women in its salary practices, particularly if there is no salary scale. Twenty-two figures are included. Appendices contain survey responses from the 21 schools and a summary of survey data. (Contains 74 references.) (LMI)

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Strategic Management of Private Schools: Recruitment, Compensation, Development, and Retention of Teachers

in partial fulfillment of the requirements for
The Klingenstein Seminar
Professor Pearl Kane

John Beall
May 22, 1995

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For my colleagues in the Klingenstein Seminar, 1994-1995,
in deepest gratitude
for inspiration and guidance:

Richard Beaton
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The Strategic Management of Private Schools

Abstract

John Beall

Investigating issues of teacher recruitment, compensation, development, and retention, this project is based upon a triangular methodology involving three different types of research:

- an analysis of 652 responses to a questionnaire from teachers at twenty-one different independent schools from the United States and abroad,
- a case study focusing on issues of teacher recruitment, compensation, development, and retention faced by one independent school, and
- an integration and application of studies by such experts on teacher recruitment, compensation, and development as Linda Darling-Hammond and Richard J. Murnane.

In addition, the project profits from the substantial discussion about issues of compensation and development of corporate employees by such authors as Alfie Kohn and Edward Lawler.

The twenty-one schools whose teachers responded to my questionnaire provided the setting for this Klingenstein project. One of those twenty-one schools provided the setting for the case study that has enabled me to shift from a broad consideration of faculty recruitment and retention to a more focused analysis of one well-managed school. The appendices of this project report represent, in effect, twenty-one different consulting reports to the schools participating in my study; each school will receive its own report, along with a Summary Report about the data collected during this study. (See Appendix 22.)

The report explores such questions as:

- What are the projected supply/demand conditions for independent school teachers in the decade ahead (chapters one and two)?
- What recruitment practices should be considered by independent school leaders, particularly in seeking to attract strong teachers of mathematics and science and teachers of color (chapters three and four)?
- What type of compensation system makes the most effective use of a school's available resources (chapter six)?
- Why is raising endowment funds to enhance faculty compensation so important to independent schools in seeking to attract and retain a strong corps of teachers (chapter seven)?
- Would increased levels of compensation improve the quality of education for students in independent schools (chapter nine)?

Among the most important findings from this study are a dozen conclusions:

- The demand for teachers will intensify during the next decade, probably resulting in a market in which independent schools will compete more intensively with each other and with public schools for strong teachers, particularly teachers of mathematics and science, as well as teachers of color. (See chapters one and two.)
- The structure of a compensation system has less impact on the satisfaction of teachers than does their school's salary in comparison with that offered by competitors. That is, how one's salary is determined is of less importance to teachers than how well that salary compares with what teachers at competing schools are making. (See chapter six for this and the next seven conclusions.)
- A school's Board of Trustees and Head should seek to design a compensation system that complements the mission and philosophy of the school.
- A school's faculty should be included in any substantial effort to design or redesign a compensation system.
- School leaders have three basic choices in considering salary systems: a strict scale where salary is calibrated according to years of experience, a "band" scale where a school's Head has room for discretion to calibrate pay in part according to performance, and no scale where a school compensates under a free market system. The "band" scale seems more rare and less effective than I had assumed to be the case.
- Schools that are not clear about their compensation policies will leave many teachers confused and will convince some teachers that the school is biased against women in its salary practices, particularly if there is no salary scale.

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Strategic Management of Private Schools: Recruitment, Compensation, Development, and Retention of Teachers

Introduction

> Shortages in certain teaching fields are likely to become serious (not shortages of "bodies" to put in front of classrooms but shortages of *good* teachers).[1]

> It is a fool and a tragic agent who enters [teaching] with a false sense of earning power.[2]

> Teaching on the whole is low-paying. No one else is paying their teachers enough, so why should my school?[3]

The first statement--warning gloomily of an upcoming shortage of *good* teachers--appeared not in yesterday's New York Times, nor in last year's latest blue-ribbon commission's diatribe on declining standards in American education, nor even a decade ago in one of several Horace's Compromises diagnosing the ills of our school system and prescribing systemic shock therapy for the patient. Rather, the intuitively sensible statement appeared in a little book published more than three decades ago a few years after the launching of Sputnik galvanized the nation's attention on its educational system. Begun in 1959 as a Rand Corporation research study on "Systems Analysis and Education," the project's findings were published in book form as Teacher Shortages and Salary Schedules, one of only a few studies investigating the possible connection between the compensation, recruitment, and retention of teachers. In the preface to their book Joseph Kershaw and Roland McKean explain two of the most compelling conclusions stemming from their research: "First, that able and well-qualified teachers are of crucial importance to the quality of education....Second, that the prevailing salary policies present a serious threat to the future recruitment and retention of good teachers, which is perhaps not so obvious."[4]

Educational leaders and policy makers, both in public and private schools, perhaps had heard such ominous prophecies before, and they were certainly to hear them again. Almost a decade ago among the bluest of the blue ribbon panels on educational reform, the Carnegie Task Force on Teaching as a Profession, drew a similar connection between the nation's future, its teaching corps, and the amount of money its citizens were willing to invest in education. As had Joseph Kershaw and Roland McKean in the wake of Sputnik, so too did the Carnegie Forum urge Americans to recognize "two essential truths: first, that success depends on achieving far more demanding educational standards...and second, that the key to success lies in creating a profession equal to the task--a profession of well-educated teachers prepared to assume new powers and responsibilities to redesign schools for the future." To that end, among its other recommendations, the Carnegie Forum called for:

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[1] Joseph A. Kershaw and Roland N. McKean, Teacher Shortages and Salary Schedules (New York: McGraw-Hill Book Company, 1962), p. 3.

[2] Third-year teacher leaving the profession, response to questionnaire, school C (see appendix three).

[3] Fifth-year kindergarten teacher, response to questionnaire, school I (see appendix nine).

[4] Kershaw and McKean, op. cit., p. viii.

- a national board for teaching standards (such as just certified its first group of teachers this year)
- restructured schools to provide "a professional environment for teaching" (such as is occurring at many members of the Coalition for Essential Schools across the nation)
- a new category of Lead (or "master") teachers "with the proven ability to provide active leadership"
- teachers' salaries and career opportunities that are "competitive with those in other professions."[5]

Though inchoate, the national board for teaching standards exists, as do many restructured public and independent schools, some of whom have adopted the idea of lead teachers. Teachers' salaries, in contrast, seem back on the decline, barely keeping pace with inflation, according to the National Center for Educational Statistics.[6] The public is spending virtually the same percentage of disposable income on education in the early nineties as it did in 1978-1979: 4.9%. The result: "From 1989-90 to 1993-94, teacher salaries declined 0.5%."[7] Furthermore, despite increases in teachers' salaries during the eighties in response to a shortage of teachers in the seventies, their salaries remain "25% below those of other college graduates, and 30 to 50% below those of graduates in scientific and technical fields."[8] Unless investments in education increase significantly, the likelihood is that schools will have difficulty competing for talented teachers for whom compensation is a factor, if far from the most important reason to enter the profession.

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[5] Carnegie Task Force on Teaching as a Profession, A Nation Prepared: Teachers for the 21st Century (New York, New York: The Carnegie Forum, 1986), pp. 2-3.

[6] National Center for Education Statistics, "Teacher Salaries--Are They Competitive?" Issue Brief, March 1993 (ERIC 357-489), p. 2.

[7] Deborah E. Gerald and William J. Hussar, Projections of Education Statistics to 2004 (Washington: National Center for Education Statistics, 1995), p. 77.

[8] Linda Darling-Hammond, "Who Teaches and Why: The Dilemmas of Building a Profession for 21st Century Schools," in John Sikula, ed., Second Handbook of Research on Teacher Education (New York: MacMillan Press, in press), p. 41.

This report will explore such questions as:

- What are the projected supply/demand conditions for independent school teachers in the decade ahead (chapters one and two)?
- What recruitment practices should be considered by independent school leaders, particularly in seeking to attract strong teachers of mathematics and science and teachers of color (chapters three and four)?
- What type of compensation system makes the most effective use of a school's available resources (chapter six)?
- Why is raising endowment funds to enhance faculty compensation so important to schools seeking to attract and retain a strong corps of teachers (chapter seven)?
- Would increased levels of compensation improve the quality of education for students in independent schools (chapter nine)?

Attempting to answer such questions proves tricky, in part because the research studies are few and are generally derived from data about teachers in public schools. Offering predictions about the supply and demand forces affecting independent or private schools may also be like trying to navigate one's path through a tropical forest without a compass, guide, or map. One variable is that the demographic projections shift from region to region with the greatest projected demand looming in the western states and the flattest demand for teachers projected to be in midwestern and northeastern states.[9] Another variable is the extent to which private schools remain more attractive than public school systems with respect to ease of entry (licensure requirements), and working conditions. A third is how competitive the market will be, given changing economic conditions in the private sector of industry and the public sector of government.

Ms. Dory Adams, an administrator with the National Association of Independent Schools, has suggested that the next decade is likely to smile upon heads of schools seeking to replace teachers who retire or leave the profession: "It will likely take fifteen to twenty years for a strong demand for teachers to reemerge, relative to supply." She added: "In the past seven years there has been a steady increase in the numbers of people from other professions interested in teaching in independent schools. Likewise, during the past few years there has been a great upsurge of interest in teaching at the college level, as the nineties have brought a return to altruism."[10] If she is correct, and she is certainly in a strong position to view the global picture of supply and demand for teachers in independent schools, then why worry about compensation and recruitment? Why not worry more about retraining and developing the aging faculty of the baby boom generation who entered the teaching profession in the sixties and seventies?

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[9] Debra E. Gerald and Richard J. Hussar, op.cit., see figures 64-67 on pp. 104-105.

To address such questions, I conducted a study of twenty one independent schools around the country and the world.[11] What follows is a discussion of the responses from the 652 teachers from around the country and the world who completed a questionnaire that was distributed to the faculty of these schools. The questionnaire was constructed with the intention of gathering both quantitative data and richly narrative anecdotal evidence *directly from teachers* about why they entered the teaching profession, why they are teaching at their current school, how satisfied they feel about various aspects of the school, how they perceive the effectiveness of their school's compensation and appraisal systems, and how they perceive the effectiveness of their school's program for faculty development. In seeking the participation of schools, I attempted as much as possible to reach a representative body of private institutions from throughout the United States: eastern seaboard, west coast, and in between; large schools and small schools; day and boarding; single-sex and coeducational; "top tier" and "middle tier"; schools with a religious mission and schools strikingly secular; conservative schools and progressive schools; schools with long and distinguished histories and those barely two decades old. As much as possible the following discussion will strive to listen to the voices of teachers, who tell their own stories and testify to their own recollections and aspirations. If the study has merit, most of that merit comes from providing a forum for educational leaders in independent schools to listen to their teachers.

The survey and study have several blemishes and gaps, of which I am acutely conscious. Not least is that almost all of the respondents identified themselves by ethnicity as white and of European descent. Whether that fact reflects an unlikely reticence on the part of teachers of color to identify their ethnicity, whether it represents an unintentional skewing of the sample by the selection of schools that participated in the study, or whether it represents the significant challenges still faced by independent schools to diversify the racial and ethnic composition of their faculties, I cannot say for certain. Likewise, although one Catholic high school and two other private schools with religious missions agreed to participate in the study, the representation is heavily on the secular side of the private school world. For whatever reason, most of the Catholic independent schools that I asked to join in this study declined to do so. Also unexpected was the lower proportion of schools from the Southeast than I thought would participate in the study. Moreover, the study is limited by focusing on teachers and not support staff, a very important component of the success of any strong school.

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[10] Ms. Dory Adams, Director of Career Paths and Gender Equity Services, National Association of Independent Schools, phone interview, September 30, 1994.

[11] A twenty-second school was dropped from the study because the number of its teachers who returned the questionnaire was so few.

The study may also be limited by focusing so heavily on issues of compensation. Effective leadership and management of independent schools involve much more than fund raising and budget balancing; otherwise, the Director of Development and the Director of Finance would be the co-directors of independent schools.[12] John McPhee's classic portrait of Deerfield's legendary headmaster, Frank Boyden, barely touches on such issues.[13] One teacher from school U wondered at the end of his response to my questionnaire, "Why are you so focused on compensation and benefits? This is a lifestyle, not a nine to five job."

For many respondents, and for me, teaching is a calling that we assume as a vocation, as a vow made to educate children, rather than just as a nine-to-five job. I remember making my vow when, the same day that I telephoned Jean Franz Blackall at Cornell University to accept her offer of a fellowship, instead of accepting offers to attend law schools, I learned from my mother of my father's sudden death by heart attack. When I swore to justify my life's calling to him in spirit, I remembered that in our final conversation he had argued strongly for the other course, the road not taken. When I vowed to be the best damned English teacher he would have wanted to see, I did so because of a calling, not for what my favorite poet, Dante Alighieri, calls one of life's *picciol bene*, its *small* goods. After all, Dante taught us his greatest lessons in the Commedia after experiencing years when he lost his estate and standing as a leader in his community, and learned in exile how salty is the taste of another's bread, how hard is to climb and descend another man's staircase:

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[12] For my personal view of what makes an effective leader of an independent school, see "What Makes a Good Headmaster?" in The Klingenstein Newsletter, Spring 1995, in press.
[13] John McPhee, The Headmaster (New York, New York: The Noonday Press, 1992).

> *Tu proverai sí come sa di sale*
> *lo pane altrui, e come e duro calle*
> *lo scendere e 'l salir per l'altrui scale.*[14]

There are two reasons why this essay focuses more on issues of compensation than on other vital aspects of strategic management. Far enough into the year to realize that I had too many issues on my plate--such as questions about how to implement a newly designed program to support faculty growth and appraisal--I asked my Headmaster, Mr. Jacob Dresden, what parts of my project would be of most value to our school, The Collegiate School for Boys in Manhattan. This essay is, in effect, a consulting project that needs to have value to the school whose support has been essential to my enjoying the benefits of this year as a Klingenstein Fellow. Wrestling with issues involving our school's structure of compensation, my Headmaster asked me to place that issue at the top of my list.

Let me not, however, deflect responsibility for my choice of priorities onto my school's headmaster. A second reason has to do with an hypothesis that I have reached after my year of study: while few teachers enter the profession because of money, nor should they, more than a few good teachers may leave for that reason. A central argument of this essay will be that even the best independent schools are at risk if, while satisfying teachers' higher-order needs of fulfillment, appreciation, personal accomplishment, and growth, they neglect more basic needs. The teacher from school U, after all, belongs to a faculty that ranks its satisfaction with its package of compensation and benefits as higher than its feeling about the school's reputation, its philosophy and mission, its faculty's influence on curriculum, and its relationship with the school's leaders.[15] The resources at school U, which many of its teachers cited as a key factor in attracting them to that school, may be much larger than those at schools whose leadership faces different challenges in raising and allocating resources.

Another way of phrasing a central argument of this essay is that, in their strategic planning for the future of their independent schools, the heads and boards of those institutions ought to consider what long-range goals and policies are most likely to enable the school to compete successfully in the market and to become stronger in the years ahead. My assumption is not that they should listen simply to the teachers whose voices comprise the choric heart of this essay. I recognize that, at times, effective leadership necessitates setting priorities wisely and managing finite resources prudently in ways that teachers may not understand or appreciate. The data presented in this study are not intended to serve as, nor should they be interpreted as, indications of which schools are the most effectively managed and led. Rather, the data from the 652 questionnaires that I analyzed enables me to draw some broad conclusions that I place in the context of current research about compensation, recruitment, and retention of teachers.

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[14] Dante Alighieri, Paradiso, ed. Natalino Sapegno (Firenze: La Luova Italia Editrice, 1985), canto XVII, verses 58-60.

[15] See appendix 22, the Summary Report of Responses to the questionnaire.

Although far from complete, the research studies discussed in chapter eight suggest strongly that levels of compensation at schools have an effect upon the quality of the teaching force and the quality of education that students enjoy. Personally, this study has taught me a lesson that successful Heads of School already know: raising money for endowment, at least in part to enhance faculty salaries and support faculty development, is a core responsibility of leaders in independent schools, as it should be among a citizenry and political leaders whose decisions about taxation and allocation of resources affect our public education system.

At several points in the course of this study I will shift from a broader perspective with respect to the issues of faculty recruitment, compensation, and retention to a more focused case study of one particular school. I have renamed that school, coded I, The Marie Curie Academy and have fictionalized the names of its school leaders. My hope is that, by intertwining a broad picture based on current research, including the responses to my questionnaire, with a snapshot of one school, I will enable the reader to become more intimately involved in how these issues are met by one extremely well-managed independent school that faces competitive pressures with respect to teacher recruitment and retention. An earlier form of this case study was completed in collaboration with three colleagues, two from the Columbia Business School and one from Teachers College: Carolyn Everett, Wendy Heil, and Melody Meade. At appropriate places I will indicate when one of these colleagues contributed to a particular section of the case study. The experience of working with them remains one of the most pleasurable memories of my year as a Klingenstein fellow. The case study was completed for a course in "Managing Human Resources," taught by Professor Ann Bartel, whose assistance with this project has proven quite valuable.

I would like to thank the faculties and school heads at the twenty-one schools who contributed their time and their thoughtfulness to my study. I am particularly grateful to the faculty and administration at school I, whose Academic Dean gave me permission to include the case study completed at her school in this report. Without their support and help, this study would not have been possible. I would also like to express my gratitude for receiving a generous fellowship provided by the Klingenstein Foundation, directed by Mr. John Klingenstein, with the assistance of Mrs. Claire List. Without the munificent support of the Klingenstein Foundation, my year of study would not have occurred. Likewise, I am grateful for the support of the Van Horne Foundation and the Collegiate School for Boys, both of whom supported my work.

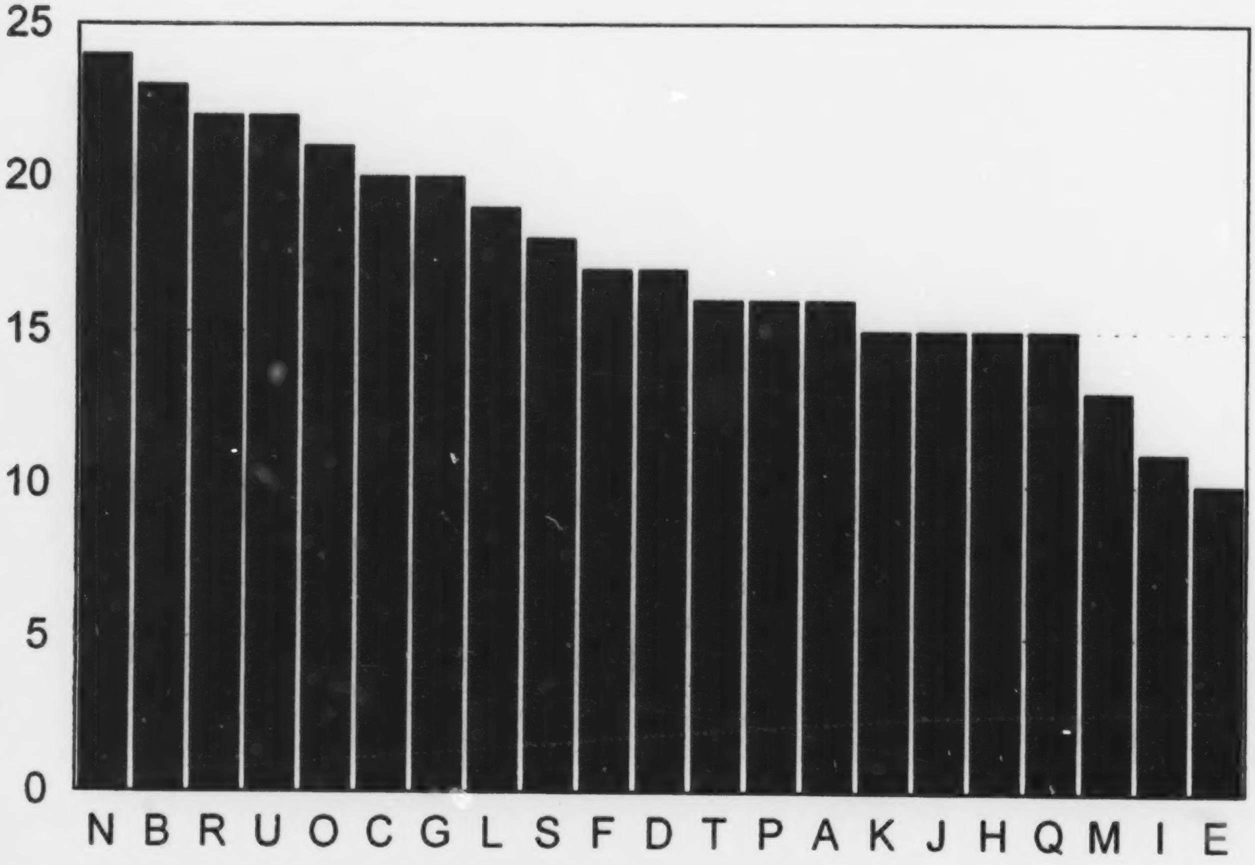
I benefited in more ways than can be mentioned here from the guidance and support of Professor Pearl Kane, the director of the Klingenstein Center, a master teacher of teachers. James Handrich, Steve Kramer, Lynn Livingston, Clay Squire, and Stephen Thomas helped me improve the essay through their careful editing and questioning of earlier drafts of the project. For a year of unforgettable stimulation and friendship, I thank the other Klingenstein Fellows and the students in the Private School Leadership program at Teachers College. I have appreciated the pleasurable hours of dialogue with Walter Johnson and Paul Ness, former Klingenstein fellows who have been patient listeners to my arguments about faculty compensation and benefits for several years. Nancy Weisinger, Teachers College librarian, provided assistance without which my research would have been much more difficult. Likewise, I thank Professor Linda Darling-Hammond, who kindly provided me with copies of essays "in press," and Teachers College President, Arthur Levine, who was kind enough to meet one morning with the Klingenstein fellows and whose urging me to read the work of Richard J. Murane proved so helpful to the composition of chapter eight in this report. I feel deeply grateful to Professors Teodolinda Barolini and Robert Hollander, whose inspirational guidance in my reading of my favorite poet, Dante Alighieri, has enriched my year of study. Finally, I lack words sufficient to thank my mother, wife, and son, without whose love and support the hours to complete this study would never have been available.

Chapter One:

The Supply of and Demand for Teachers in the Private School Market

Ms. Dory Adams of the National Association of Independent Schools (NAIS) points out that there remain in independent schools "many teachers of the 'baby boom' generation." "Most will remain teachers," she notes, "and some will be leaving for other professions."[16] Indeed, a quick look at the median years of teaching experience at just three schools surveyed provides a profile of faculties:

Figure One:Median Years in Teaching
Schools Coded by Letter



Source: Private School Survey, 1995

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[16] Ms. Dory Adams, telephone interview, September 30, 1994.

As Figure One illustrates, the median years of teaching at all but three schools ranges from fifteen to almost twenty-five years. Those teachers from school A who responded to the questionnaire have a median of sixteen years of experience (with seven faculty members having taught over thirty years, twenty seven having taught from twenty to twenty-nine years, and twenty four having taught from ten to nineteen years). The respondents from school B have a median of twenty-three years' experience, and those from school C have a median of twenty years'. (The letters assigned to them were not determined by median age but were selected at random.) Table One suggests that most school leaders already face the challenges of how to educate and reinvigorate the teaching practices and knowledge base of a greying faculty. The broad study conducted by Richard J. Murnane and his colleagues at Harvard leads to a similar conclusion: "Over the next fifteen years, the proportion of the nation's teaching force over 55 years of age is expected to increase by half (from 10 to 17 percent)."[17]

Indeed, these challenges of faculty development may be more immediately pressing than are longer-term issues of recruitment and compensation. Nonetheless, the aging of faculties will also pose challenges for leaders at independent schools, as retirement and recruitment of teachers are obviously linked. As Linda Darling-Hammond observed, "Because so many of today's teachers were hired in the late 1950s and 1960s, whereas relatively few were hired in subsequent years, a disproportionate share are now reaching retirement age. As demand for teachers increases once again, we can expect to see more hiring of younger teachers to replace those who will be retiring throughout the 1990's."[18]

In the not too distant future, not only will those older teachers begin to retire or leave the teaching profession, but the number of children who will enter schools is almost certain to rise. One reason why independent schools may not be able to afford complacency about the future is demographic. After declining enrollments in schools from 1979 to 1984, from 1984 to 1992 total enrollment began to increase by seven percent to an estimated forty-eight million pupils. As Figure Two illustrates below, The National Center for Education Statistics projects a steady continuation of such increases from 1992 into the twenty-first century.

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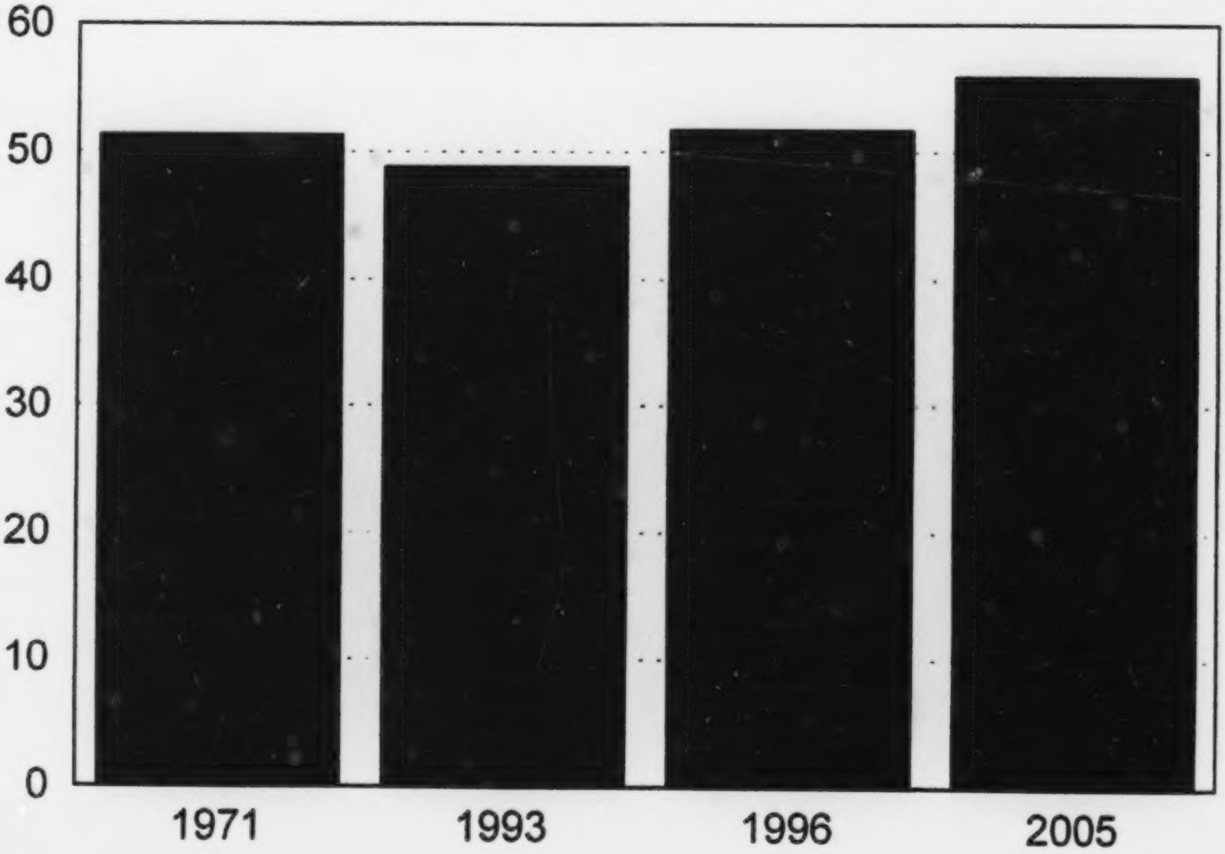
[17] Richard J. Murnane, Who Will Teach, (Cambridge, Massachusetts: Harvard University Press, 1991), p. 59.

[18] Linda Darling-Hammond, "Teachers and Teaching: Signs of a Changing Profession," Review of Research on Teacher Education, ed., W. Robert Houston (New York: MacMillan, 1990), p. 271.

Figure Two: Public and Private School Enrollment
(in millions)



Source: Projection of Education Statistics to 2004

Thus, the National Center for Education Statistics projects a surging enrollment of children in schools during the upcoming decade:

> Total public and private elementary and secondary school enrollment is projected to continue to increase from 48.8 million in 1993 to 51.7 million by 1996, surpassing the peak level of 51.3 million attained in 1971. Total enrollment is projected to increase further to 55.9 million by the year 2005, an increase of 14 percent from 1993.[19]

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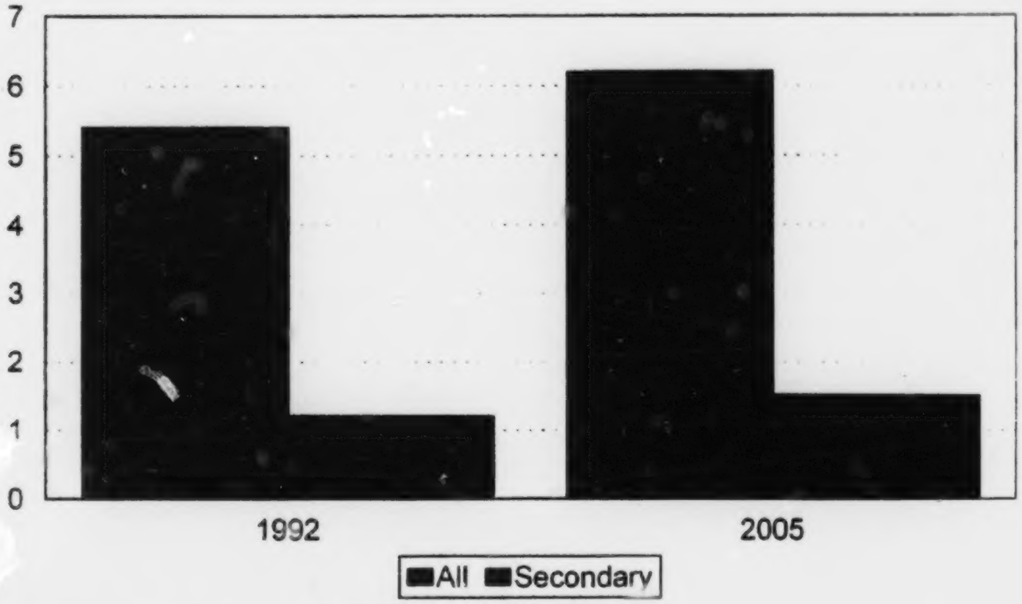
[19] Debra E. Gerald and William J. Hussar, Projection of Education Statistics to 2004 (Washington: National Center for Education Statistics, 1995), p. xi.

The authors of the report, a mathematician and a financial economist, project even more startling surges of enrollment in the high school grades: "Enrollment in grades 9-12 is projected to increase from 13.2 million in 1993 to 16.4 million by 2005, an increase of 25 percent from 1993."[20]

Of course, most of those children and teenagers will probably attend public schools. The extent to which families who can afford independent schools are represented in these data is grounds for speculation, not certitude. However, as Figure Three shows, the projections for enrollment in private schools shows comparably significant increases as a result of this "baby boom echo."

Figure Three: Private School Enrollment
(in millions)



Source. Projection of Education Statistics to 2004

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[20] ibid., p. xi.

From an estimated enrollment of 5.4 million students in 1992, according to the National Center for Educational Statistics, students' enrollment in private schools "is projected to increase to around 6.2 million by the year 2005, an increase of 14 percent from 1993."[21] Such a projection assumes no increase in the proportion of students enrolling in private, as opposed to public schools. As is the case with public schools, even more striking increases are anticipated in secondary schools: "Enrollment in grades 9-12 of private schools is projected to increase from 1.2 million in 1993 to 1.5 million by the year 2005, an increase of 25 percent."[22] That is, at the very end of the ten-year time frame that Ms. Adams believes will continue to be a "buyer's market" for schools seeking to recruit teachers, there is almost certain to be a dramatic increase in the numbers of school-age children, particularly in high schools, including independent schools.

The clear implication is that surging enrollments in schools will lead to an increased demand for teachers. Linda Darling-Hammond concludes: "There is no doubt that teacher demand will continue to increase over the next decade....The most well-reasoned estimates would place the total demand for new entrants at 2 to 2.5 million between 1990 and 2000, averaging over 200,000 entrants annually."[23] On top of a probable upsurge in the numbers of school-age children, independent schools may well face increased pressures of competition for a supply of teachers, particularly in recruiting teachers of color and teachers of mathematics, science, and computer technology, where competition *at present* is "fierce," according to Dory Adams. "That competition is likely to remain because private industry compensates employees in these areas so much better than do schools," she explained.[24] Linda Darling-Hammond's research confirms that report. Citing surveys of school district personnel officials and college placement officers, she concludes that there have been "high levels of reported shortages throughout much of the decade in...physics and chemistry, mathematics, and computer science." She adds: "Shortages have recently been increasing to noticeable levels in foreign languages, library science, English, and in some regions [of the country]."[25]

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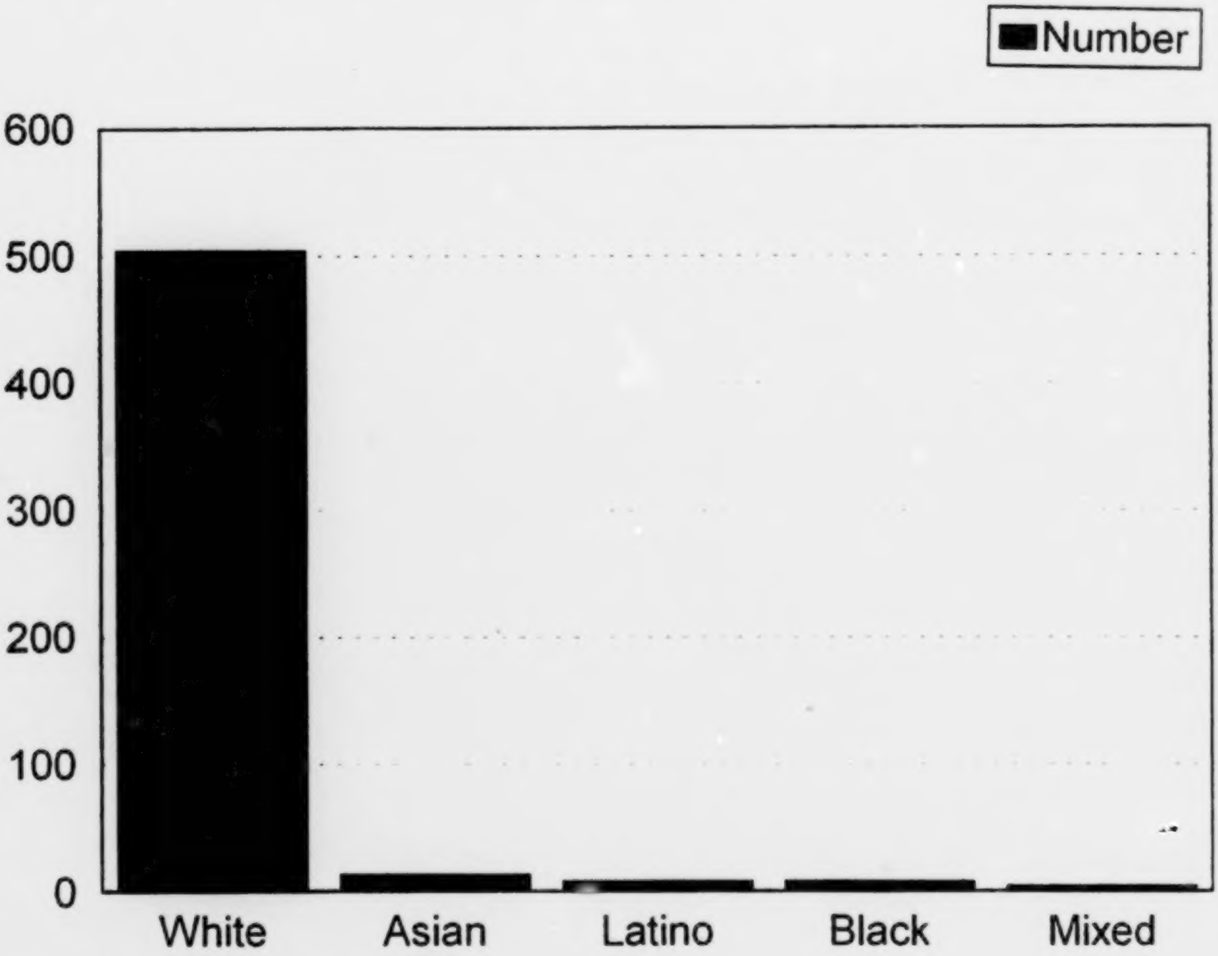
[21] ibid., .p. 3.
[22] ibid., p. 4.
[23] Linda Darling-Hammond, "Why Teaches and Why: The Dilemmas of Building a Profession for 21st Century Schools," in Second Handbook of Research on Teacher Education, ed., John Sikula (New York: MacMillan, in press), p. 32.
[24] Phone interview with Dory Adams, September 30, 1994.

Even more significant than shortages in particular subject areas may be the difficulty of attracting and retaining talented teachers of color. A glance at Table Four reflects the racial composition of the 652 respondents to my survey.

Figure Four: Respondents by Race



Source: Private School Survey

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[25] Linda Darling-Hammond, "Who Teaches and Why: The Dilemmas of Building a Profession for 21st Century Schools," in Second Handbook of Research on Teacher Education, ed., John Sikula (New York: MacMillan, in press), p. 44.

Data cited by Darling-Hammond show that the proportion of minority candidates receiving bachelor's degrees in education fell over 50% between 1972 and 1987.[26] At the same time, the declining numbers of minority students enrolled in teacher preparation programs constitute "the most likely group to be certified but not teaching....These data demonstrate that the decline in minority presence in teaching is not just due to failure to enter or complete teacher education, but to other factors that dissuade candidates from entering and staying in teaching."[27] Although independent schools may take solace in their practice of hiring college graduates whose interest in teaching may not be reflected in Darling-Hammond's data, the paucity of respondents to my questionnaire identifying their ethnicity as other than white or Caucasian gives one reason to question the grounds for such comfort. My strong suspicion is that, like public school systems, independent schools will face even greater challenges in the future if the gap remains large in salaries that minority teachers and teachers of mathematics, science, and computer science can earn in private industry, as opposed to teaching.

Recent studies pertinent to compensation merit consideration in addressing Darling-Hammond's concerns about the recruitment of minority teachers and teachers of mathematics, science, and computer science. Noting the flattening of salary increases for teachers during the past several years, the National Center for Education Statistics observes that "New bachelor degree recipients in the fields of computer sciences, math and physical sciences...who choose to teach, do so at considerable financial cost ($6,000 to $10,000)."[28] Darling-Hammond's own comparison of teachers' salaries with those in other fields shows that "salaries in other occupations remained well ahead of those in teaching, averaging about 30 percent higher in other occupations requiring 4 years of college."[29] Furthermore, a recent microeconomic study strongly suggests that this generation of college student is less altuistic than Ms. Adams and others might think. Noting the rarity of studies addressing the economic forces that partly determine who decides to enter and exit the teaching profession, Hye-Sook Kim conducted a research study to explore the belief that most teachers become teachers, regardless of compensation levels, because they "love children and enjoy teaching [so that] salary and working conditions would have nothing to do with the quality distribution of the teaching force."[30] Applying sophisticated statistical and data analyses to explore the extent of a connection between compensation and recruitment of potential teachers, Mr. Kim concluded on the basis of his research that there is a "significant" connection between students' perceptions of teachers' salaries and their probability of choosing teaching as a profession. The correlation is particularly strong in the case of high ability college students, such as independent schools typically seek. For those students, "the higher the perceived pecuniary and nonpecuniary opportunity costs, the less likely college students choose teaching as their occupation."[31] That is, the more that college students have to forsake in lost earnings because of choosing lower-paying teaching jobs, the less likely they are to choose teaching as a career.

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[26] ibid., p. 32.

[27] ibid., pp. 20-21. Richard J. Murnane and his colleagues discuss those factors in Who Will Teach?, pp. 21-24. The conclusions by Darling-Hammond discussed in this paragraph are consistent with those made as a result of their study.

[28] National Center for Education Statistics, "Teacher Salaries--Are They Competitive?" Issue Brief, March 1993 (ERIC 357-489), p. 1.

[29] Linda Darling-Hammond, "Teachers and Teaching: Signs of a Changing Profession," Handbook of Research on Teacher Education, ed., W. Robert Houston (New York: MacMillan, 1990), p. 286.

Linda Darling-Hammond interprets national projections as suggesting "that the shortages of specialized teachers could expand to a more general shortage of qualified teachers in the 1990s." Alongside the trends towards burgeoning enrollments discussed above has been a history of declining interest shown by college freshmen in entering the teaching profession. She cites a study by A.W. Astin that shows a 71 percent decline between 1966 and 1985 in the proportion of freshmen planning to teach. Despite a recent slight increase, that study concludes that "student interest in education careers...falls far short of anticipated needs for the 1990s."[32] Whereas in 1966 nearly 22% of freshmen were interested in preparing to teach, in 1991 under 9% of college freshmen indicated such an interest. Darling-Hammond draws additional conclusions of relevance here:

- Teaching has become through the 1970's and 1980's "substantially less attractive" as a career option, especially for those with high academic ability and for women and minority students.

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[30] Hye-Sook Kim, "A Microeconomic Approach to the Issue of Quality in the Teaching Force," a paper presented at the annual conference of the American Education Finance Association," March 13, 1993 (ERIC 358-579), p. 9. Mr. Kim's results bear on the discussion below in chapter eight about salary levels and the recruitment and retention of teachers.

[31] ibid., p. 18.

[32] A.W. Astin cited in Linda Darling-Hammond, "Teachers and Teaching: Signs of a Changing Profession," Handbook of Research on Teacher Education, ed., W. Robert Houston (New York: MacMillan, 1990), p. 281. The Murnane study discussed more fully in chapter nine presents similar conclusions.

- During those same decades defectors from education majors were disproportionately high achievers.[33]

Even in the humanities and the arts, where independent schools have successfully recruited many teachers who might otherwise have pursued careers with universities, reason for concern exists. Independent schools have for a decade or more enjoyed the luxury of a glut in the market for college teachers in the liberal arts, who are attracted to the high academic standards and support for self-directed teaching encouraged at many independent schools. With the same greying of their faculty as is occurring at independent schools and with a growth in the numbers of high school graduates and older adults seeking a college education,[34] colleges may find themselves in the not so distant future with a change from this "buyer's market" for teachers, even in the humanities. Such has been the much-discussed projection resulting from a study by William G. Bowe and Julie Ann Sosa, Prospects for Faculty in the Arts and Sciences: A Study of Factors Affecting Demand and Supply, 1987 to 2012.[35] While the forecasts of faculty shortages in the humanities a decade from now might seem far-fetched to a generation of educators who have known since the Vietnam War only an oversupply of doctoral candidates in such fields as English and History, the impact on independent schools would almost surely be significant, if conditions of oversupply were to turn into shortages. The converse is also true. If the closing of marginal colleges in a competitive market leaves university professors without jobs, then there would be a larger supply of such teachers available to teach in independent schools.

In short, the crucial unknown is how many teachers might enter, or return to, the market; presumably, one important variable affecting the answer to that question will be what the levels of compensation will be relative to other alternative careers. There is at least the possibility that independent schools, like public schools, will face in another five to ten years a situation comparable to that described by Kershaw and McKean as existing at the cusp of the fifties and sixties: "In part the rather gloomy outlook stems from the gradual decline of the birth rate in the 1930's to the lowest level in our history and the sudden reversal of this trend in the 1940's. In consequence, we have a relatively small number of young adults (not enough children were born in the 1930's) from whom teachers are normally recruited, and a huge and growing number of children aged 5 to 18 who are straining the limits of our schools."[36] If one adds five decades to their prognosis for a shortage of good teachers, so that the thirties become the eighties and the forties become the nineties, one wonders whether we might return to the market dynamic that so worried these Rand researchers in 1961. After all, drawing upon the historical research by Sedlak and Schlossman, Linda Darling-Hammond notes that "Recurring shortages of teachers have characterized the U.S. labor maket for most of the twentieth century, with the exception of a brief period of declining student enrollments during the late 1970s and early 1980s."[37]

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[33] Linda Darling-Hammond, "Who Teaches and Why: The Dilemmas of Building a Profession for 21st Century Schools," Second Handbook of Research on Teacher Education, ed., John Sikula (New York: MacMillan, in press), pp. 17-19. Again, her conclusions are similar to those drawn in Murnane et al., op.cit.: college graduates scoring highest on standardized tests are less likely to enter the profession (p. 46) and more likely to leave (pp. 69-71).

[34] See Debra E. Gerald and William J. Hussar, Projections of Education Statistics to 2005 (Washington: National Center of Educational Statistics, 1995), pp. 11-14.

[35] See a discussion of this study by Deborah Blum, "Big Faculty Shortages Seen in Humanities and Social Sciences," Chronicle of Higher Education (vol. 36, no. 3, 1989). A localized study of four colleges by Steve Chatman and Loren Jung failed to find evidence supporting the various forecasts of faculty shortages due to retirement and forecasted low numbers of graduate candidates. See "Concern about Forecasts of National Faculty Shortages and the Importance of Local Studies," a paper presented at the Annual Forum of the Association of Institutional Research," May 26-29, 1991 (ERIC 336-029).

As will be discussed in chapter nine, a factor that will affect the quality and quantity of good teachers available to independent schools in the decades ahead will be the level of competition from other professions that, on average, continue to compensate at significantly higher levels than does education.

Figure Five: Average Annual Salaries of New Bachelor Degree Recipients in Teaching and Other Selected Occupations, 1990-1991

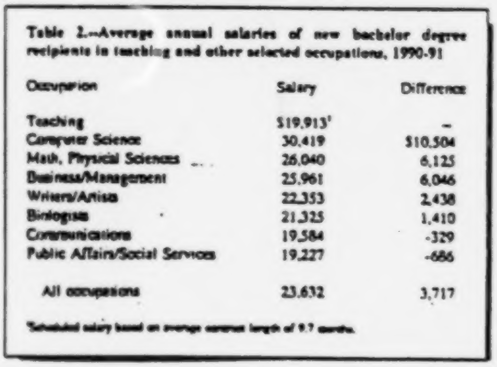

Table 2.--Average annual salaries of new bachelor degree recipients in teaching and other selected occupations, 1990-91

Occupation	Salary	Difference
Teaching	$19,913¹	–
Computer Science	30,419	$10,504
Math, Physical Sciences	26,040	6,125
Business/Management	25,961	6,046
Writers/Artists	22,353	2,438
Biologists	21,325	1,410
Communications	19,584	-329
Public Affairs/Social Services	19,227	-686
All occupations	23,632	3,717

¹Scheduled salary based on average contract length of 9.7 months.

Source: Mary Rollefson and Stephen Broughman, Issue Brief (Washington, D.C.: National Center for Education Statistics, ERIC 357-489), October 1994, table 2.

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[36] Joseph A. Kershaw and Roland L. McKean, Teacher Shortages and Salary Schedules (New York: McGraw-Hill, 1962), p. 9.

[37] Linda Darling-Hammond, "The Changing Context of Teacher Education," in Knowledge Base for Teacher Educators (American Association for Colleges of Teacher Education, in press), p. 10.

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These differentials are probably even higher for independent schools that generally pay lower salaries than public schools. To be sure, there are several factors that might leave independent schools in a strong position, relative to competing public school systems, despite their generally higher salaries. If in response to calls for raising "standards" in public schools, states impose stricter licensing requirements and higher scores on a pen-and-pencil test like the National Teacher Examination, then private schools may continue to attract bright young prospects for whom education majors and tests about pedagogy are disincentives. Observing that private schools hire college graduates with higher test scores than do public schools, the team led by Richard Murnane concludes "that many talented college students who would like to try teaching *are* deterred by extensive preservice requirements."[38] A third variable is that shifts in government and industry will affect the market for hiring private school teachers. For instance, if a downsizing in the defense, aeronautics, and space industries were to result in an oversupply of engineers and physicists, then independent schools may be in a stronger position than public schools to attract teachers in areas where currently shortages exist.[39]

Finally, as the public school systems seem even more threatened in today's economic climate of cutting into the bones of bare-bones school budgets, the attractiveness of private institutions to prospective or current teachers would seem to offer a healthy supply of good teachers, not just warm bodies, to independent schools. "We sell the quality of the school since the pay is not a selling factor," remarked a teacher from school Q. Some teachers commented about having left public schools to teach in independent schools because of the working conditions in the public sector: crowded classrooms, bureaucratic red tape, problems with discipline, fears of violence, and a lack of commitment to a quality education for students. In the past, school heads at independent schools have relied upon being able to "sell the quality of the school," even if salary levels often are not competitive, except at the highest paying independent schools.

Leaders in independent schools may conclude: so long as we maintain our advantage as environments more hospitable to teachers than is provided in most public schools, we should be able to attract the teachers that we need. Despite the tunnel vision implied in that imagined response, one may acknowledge its reasonability. While the public school systems, particularly in urban areas, have been racked by crises ranging from school violence to teacher strikes, independent schools have flourished during the past three decades, in part because of their ability to recruit bright young faculty attracted by factors mentioned above: the studious atmosphere, physical safety, collegial support, manageable class size, autonomous control over curriculum, modern equipment and facilities, and parental support for the endeavors of educators working at such schools. William Bullard, Academic Dean at the San Francisco University High School, has explained the appeal that independent schools have had to teachers for whom the classroom is "a community that has internalized academic values and views education as an end in itself." In his analysis the relative autonomy granted teachers is a crucial aspect of what makes independent schools so attractive: "Because the relationship between the individual child and teacher is at the heart of the whole enterprise, teachers are given a great deal of latitude in orchestrating curriculum to meet the needs of their classes and to exploit their own strengths as scholars."[40] As Figure Seven illustrates below, .teachers most often explained their being attracted to their current school by:

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[38] Richard J. Murnane et al., op.cit., pp. 89-90.

[39] W. Rodman Snelling makes that argument about career switches in Ideas and Perspectives, published by his Independent School Management firm (Vol. 18, No. 1, April 5, 1993), p. 2. He offers, however, no data in support of this projection.

- the atmosphere and climate of the school (cited by 26.3% of the 652 respondents)
- the quality of their faculty colleagues (cited by 10.7%)
- the strong sense of autonomy and empowerment shared by the faculty (cited by 10.6%)

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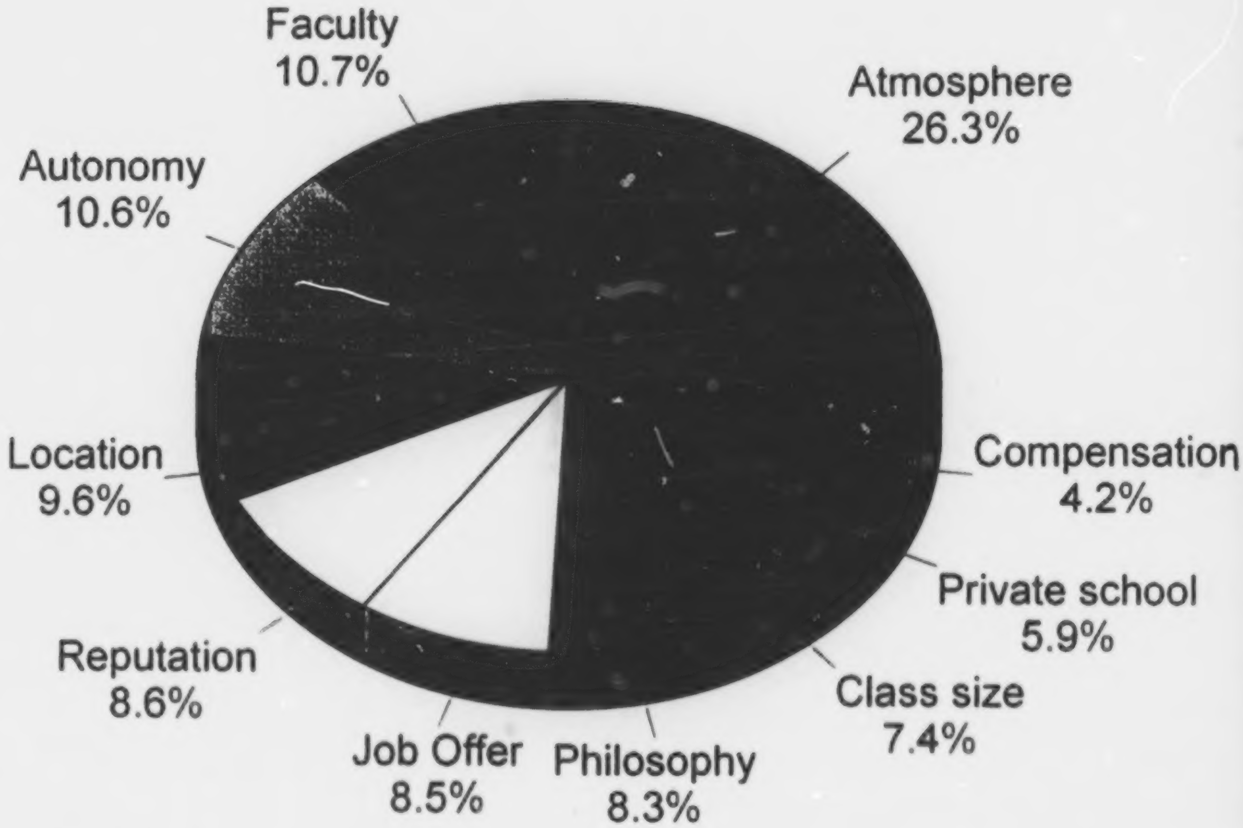
[40] William Bullard, "Teaching in Independent Schools," Independent Schools, Independent Thinkers, ed., Pearl Rock Kane (San Francisco: Jossey-Bass, 1992, p. 165.

Figure Six: What Attracts Teachers to Current School



Source: Private School Survey, 1995

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Teachers at School S who responded to my questionnaire offer similar explanations for why independent schools, despite generally paying significantly lower salaries than public school systems, are more attractive places to teach and seem worth the financial sacrifice. As was the case with most other faculties, the teachers at School S most often cited the climate and atmosphere of the school as the most important reason for choosing to teach there. "It's a happy place," responded one teacher, who added laconically: "Heart of school: focus on children." Others like this teacher applauded "A feeling of community that exists here." Another teacher praised the school as "the most humane, stimulating, interesting environment I have seen." One teacher cited the smaller student teacher ratio and the "greater control over curriculum and operation of the school." A veteran teacher with twenty-nine years of experience attributed her being at school S to its "strong academics coupled with a respect for students as people." In almost every school that participated in this study, the teachers cite compensation far below a school's atmosphere, mission and philosophy, autonomy and sense of empowerment as teachers, faculty colleagues, and class size as reasons why they choose to be employed at their school. Reflecting the view of many respondents who compared their institutions with public schools, one teacher wrote: "I like having the curricular freedom and personal responsibility to make decisions in the classroom instead of dictation from the state or people not familiar with the education of young children."[41]

However, such are the very attributes of schools--an atmosphere more supportive of learning, commitment to standards, autonomy, smaller school size, personalization, and empowerment of teachers--at the heart of reform movements such as advocated by Ted Sizer and the Coalition for Essential Schools. While perhaps only a small percentage of schools portrayed in Horace's Compromise have evolved into those lauded in the "Progress Reports from the Coalition of Essential Schools," such reform movements may make more public schools more attractive to prospective teachers than has been the case in the past.[42] Independent schools are likely to find themselves, I conjecture, in increasing competition not only from the suburban school systems that often combine higher salaries with attractive working conditions, but also from urban schools that are smaller, committed to a specific mission, and foster what Michael Fullan calls a "collaborative school" where teachers belong to a community of learners.[43] Thus, those in private schools who are skeptical of the public school systems' ability to generate and sustain real reform may take a cold comfort in the likelihood that fine teachers will continue to abandon the public sector of education.

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[41] The comments in this and the following paragraph are all quoted verbatim from questionnaires completed by teachers at school S.

[42] For two opposing views on the question of the effectiveness of the Coalition movement, see the generally positive profile by Paul Hemp for The Boston Globe Magazine, "The Godfather of Education Reform," November 20, 1994. In contrast is a generally skeptical, front-page article by Steve Stecklow, "Acclaimed Reforms of U.S. Education Are Popular but Unproved" in The Wall Street Journal, December 28, 1994.

However, there are a number of strands of reform at work, from the Coalition of Essential Schools, to the movement towards "charter schools" in many states,[44] to privatization movements such as the Edison Project, and to well-funded efforts to break monolithic public schools into smaller, more manageable institutions. Those skeptics who mentally buried Chris Whittle's Edison Project might take note of a $30 million investment that "will guarantee it can open the first phase of its for-profit plan to run public schools."[45] A cover story in the same issue of Education Week discusses a collaboration between New York City's Board of Education, the Coalition of Essential Schools, and a variety of constituents in the New York Networks for School Renewal. Energized by a $50 million grant from Walter Annenberg, their project is to turn a number of gargantuan, factory-style secondary schools into smaller, more dynamic institutions. As reporter Ann Bradley acclaims the potential of the movement, "Large, impersonal New York City high schools like the venerable Julia Richman High are being reborn as small schools that give students a fighting chance for success....The project is at the heart of a movement that is sweeping New York City. Over the past three years, 50 small secondary schools serving some 20,000 students have opened their doors."[46] My point is not that such grants will turn American public schools into utopian institutions; I would suggest simply that independent schools should not assume that the public sector is dormant and doomed to remain in a state of permanent desuetude. It is at least arguable that not all of these efforts will fail and that their effect on the public schools as a whole may be to make them more attractive places for new college graduates and for experienced teachers deliberating about their future. After all, implicit in the comments of those teachers who chose to teach in private schools is that they could afford to make that choice.

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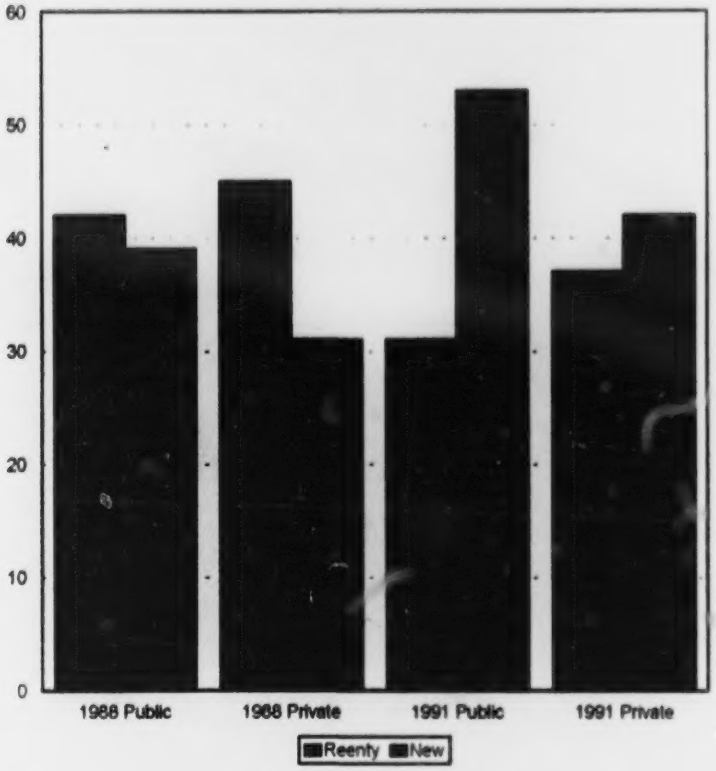
[43] Michael Fullan, The New Meaning of Educational Change (New York: Teachers College Press, 1991), p. 332.
[44] Mark Walsh, "12 States Join to Pass Charter Laws," Education Week, May 10, 1995, pages 1 and 15.
[45] Education Week, March 22, 1995, p. 6).
[46] ibid., pp. 37-38.

Furthermore, if current trends continue, independent schools will compete with public schools in a market increasingly filled with new teachers, rather than with teachers returning to the profession after time in another job or perhaps time spent raising a family. As Figure Six shows, data from the National Center for Education Statistics point to a striking shift in the sources of teachers hired by schools. The strong trend is for new teachers, just graduating from college or from a graduate program, to constitute an increasing proportion of hires, as opposed to teachers reentering the market.

Figure Seven: Source of Teacher Supply
(Percentages by Supply Source)

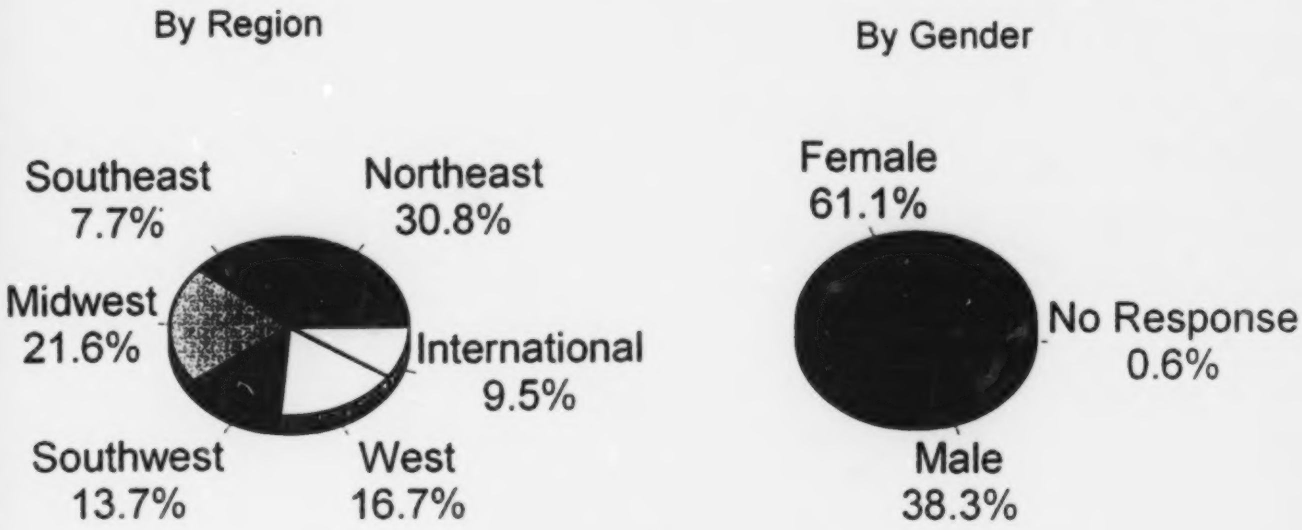


Source: National Center for Education Statistics

If the trend shown in Figure Six continues, then independent schools will depend even more heavily in the future on attracting strong prospective teachers from new graduates, many of whom will deliberate about choices from a variety of professions. As Mr. Kim's study showed, for many of these prospective teachers relative salaires will be a significant factor in their choice of careers.[47]

Moreover, if those of us who went to elementary and secondary schools in the 1960's do not remember grave signs of a teacher shortage, perhaps the growing numbers of women then entering the work force in that decade stemmed a potential crisis. If so, public and independent schools may be less able to rely, as in the past, upon such traditional sources of labor as women for whom professional choices were few. As Figure Eight illustrates, roughly two-thirds of those teachers responding to my survey are women.

Figure Eight: Characteristics of Respondents



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[47] The data compiled in Table Six are published by the National Center for Education Statistics in its Issue Brief, October 1994.

In my survey of independent school teachers, not infrequent or atypical were the following comments in response to the question: "What attracted you to teaching, as opposed to a career in another profession?"

> [My] original career was in investment banking. In 1966 I relocated. I married a man.....and changed my professional life.
>
> When I graduated from college females got married--most didn't finish college. I needed to support my husband through med school. My only options were secretary, nurse, or teacher.
>
> At the time it was one of the few opportunities available to women (does that date me?). Nurse and flight attendant did not appeal.
>
> Professions open to women with math degrees were limited at the time I graduated from college.
>
> Few professions were open to women of average income in the 1960's.
>
> As a girl growing up I felt teaching was one of the few professions acceptable to women.
>
> ...women of my age were not, as a rule, steered into a variety of professions.[48]

For very good reason, such comments are much less likely to be read by the researcher of 2005 about the opportunities and careers afforded women in the 1980's and 1990's. As Ms. Adams acknowledges, "hard to predict as a variable is the effect that the changes in women's career paths will affect the market as a whole. Young women [now] think of careers in the same way that men have."[49] Her uncertainty seems well-founded. Linda Darling-Hammond's observation, based upon research by Richard J. Murnane and his colleagues, is that: "a major part of the traditional reserve pool--women who have stepped out of teaching to raise children and who plan to return--is disappearing...Those who leave generally go into other occupations. Thus, only 30% of the women who left teaching between 1980-1986 were out of the labor force the following year, and only 36% of women defectors in the 1980s returned to teaching."[50] The Murnane study shows that "an increasing percentage of women who leave teaching to take other jobs obtain employment in professional occupations."[51] The stark reality is that independent schools may be less able in the future to rely upon constraints in the career paths open to women. In order to hire women with attractive alternative career paths, independent schools may need to offer more competitive salaries.

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[48] Responses to questionnaire, teachers from schools B, H, L, O, and T..

[49] Interview with Ms. Dory Adams, September 30, 1994.

[50] Linda Darling-Hammond, "Who Teaches and Why:The Dilemmas of Building a Profession for 21st Century Schools," in Second Handbook of Research on Teacher Education, ed., John Sikula (New York: MacMillan, in press), p. 38. See also Murnane et al., op.cit., pp. 24-26 and pp. 66-67.

[51] Richard J. Murnane et al., op.cit., p. 66.

Howard Gardner speculates that the historical shift in the roles women have pursued in the work force is an important, but rarely noticed, factor in the increasingly fragile state of American education. "My own belief is that there has been some slippage in the performance of the student body and that at least one contributing factor has not been sufficiently recognized." He explains why the expanding professional roles available to women may contract the supply of good teachers:

> In the first half of the century, when women had few alternative professions from which to choose, the ranks of teachers were supplied with many skilled women who read and wrote in a natural meaningful way in their own lives. Nowadays, highly literate men and women rarely enter the teaching professions below the collegiate level; most people in the profession do not lead a life in which literacy is greatly featured (it has been reported that the average schoolteacher reads a book a year).[52]

Of course, the nation's finest private schools may rest more complacently with the assumption that the literate college students who do respond to a call to teach will prefer to practice their craft in their domains. However, it is difficult to imagine that, if Darling-Hammond, Murnane, and Gardner are correct, a large number of less affluent independent and Catholic schools would not be affected by these changing social trends. The implication is that independent schools will be less able to rely upon a teaching force largely furnished by a generation of women who have limited options about what professions to pursue.

One department chair with many years of experience recruiting and working with younger teachers warns:

> Young people and even talented mature teachers will not remain in teaching (in private schools) if something is not done about compensation and benefits. Salaries in urban areas are too low to meet cost of living expenses. Teachers, unlike doctors or lawyers, cannot benefit from the 'perk' of having the best in their profession; most cannot afford to send their own children to private school (except, in some cases, their own--and this may be limited by the child's gender). Support and recognition through evaluation is certainly desirable--but these qualities do not pay the bills. Private school teachers used to be celibate men/women or women married to men with lucrative jobs or men/women of independent incomes. That is no longer the case. Even celibate men/women can't live on private school salaries these days, alas.[53]

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[52] Howard Gardner, The Unschooled Mind (New York: Basic Books, 1991), pp. 187-188.

To be discussed in chapter eight is evidence from the research literature, as well as in these questionnaires, that many educators in private schools echo this teacher's concern. As Pearl Kane, Director of the Klingenstein Center at Teachers College has noted, "Currently, average salaries are approximately 20 percent higher in public schools, and such jobs are now open to independent school teachers through 'alternative routes to certification.' The monetary incentive to enter public schools or to join schools developed by venture capitalists that offer higher compensation may be irresistable to some independent school teachers."[54] If the microeconomic study by Hye-Sook Kim accurately reflects the current generation of college students, then such comparative levels of compensation may make public schools even more irresistable to new teachers choosing where to enter the profession. Paradoxically, material and idealistic forces might combine to make public school teaching more attractive to the next generation of educators. William Bullard, who so eloquently depicts the attractive academic climate in independent schools, also confesses his unease with the tension between his initial sense of calling and his more recent sense of the social class of families he is serving in private schools:

> Despite the means we fabricate to ease our discomfort--community service programs, curricula emphasizing social responsibility, scholarships set aside for the underprivileged--there is no question that my colleagues and I, many of whom spurned our parents' wealth and materialism twenty years ago to take up teaching as a calling, are empowering the powerful and contributing to the ever-greater spread between the rich and the poor.[55]

One might add that, every year, heads of schools grapple with three competing good causes: the importance of well-funded scholarship programs such as William Bullard mentions as part of a school's "social responsibility," the importance of moderating tuition increases so that an independent school education is not beyond the means of all but wealthy families, and the importance of maintaining sufficient levels of faculty compensation to attract and keep good teachers at the school. Let us now explore how such issues are interrelated at one independent school that will serve as the subject of several chapters in this project report devoted to a case study.

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[53] Response to questionnaire by a teacher from school I.

[54] Pearl Kane, "Meeting the Challenge of Trusteeship: A Primer for Trustees of Connecticut Independent Schools" (Connecticut Association of Independent Schools, 1993), p. 5.

[55] William Bullard, "On Teaching in the Independent School," in Pearl Kane, ed., Independent Schools, Independent Thinkers (San Francisco: Jossey-Bass, 1992, p. 153.

Chapter Two

The Competitive Market (A Case Study)

At or near the very top of its market, school I occupies an extremely enviable position--with applications from families many times in excess of available places. Its teachers responding to my survey expressed the highest level of satisfaction of all twenty-one faculties in their relationships with their colleagues and the reputation of their school. Their level of satisfaction with the school's philosophy and mission, the faculty's influence on curriculum, and their relationship with school leaders was the second highest of the twenty-one faculties that participated in this study. Their level of satisfaction with their professional development was the third highest. School I has managed to recruit and retain a faculty with such high morale despite compensation and benefits that render its faculty *less* satisfied than those teachers at fifteen of the other schools. Thus, school I, which I will designate The Curie Academy, affords us an opportunity to examine three questions in the chapters devoted to a case study:

- What lessons can one draw from a market analysis of a successful school's competition for students and teachers? (Discussed in this chapter.)
- What practices of recruitment are most effective in building an effective faculty? (See chapter three.)
- Why is endowment devoted to helping enhance faculty compensation so important for a school seeking to retain a strong faculty and maintain its strength in the market? (See chapter seven.)

In many ways, The Curie Academy (School I) is in the fortunate position of seeking to maintain, not create, a competitive niche within its market. During our conversation with Mrs. Curie, Head of School, she described how her school has an identity that differentiates it from its competitors. Whereas one competitor provides "the classical education" and another "blends tradition with terrific academics," The Curie Academy blends "tradition and innovation."[56] That market niche at present is healthy, from the school's point of view. For forty openings in the kindergarten class, The Curie Academy received 350 applications last year. As of November of this year, the admissions office had already received 295 applications.[57] The Lower School Head described the school as "hot" in the marketplace and explained that last year the "yield" (number of students admitted whose families chose The Curie Academy over other schools) was so high that the school needed to create a third first-grade section of students.[58] The school is twenty students over its targeted enrollment in the upper grades.[59]

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[56] Interview with Mrs. Curie, Head of School, October 25, 1994. Mrs. Curie's perceptions confirmed the reports received informally from a conversation with a Director of Admissions at another school in the area, and from conversations with other educators and parents.

[57] Interview with Director of Admissions, November 16, 1994.

Many parents indicate that recent literature about the benefits of single-sex schools have influenced their decision favorably towards The Curie Academy.[60] A group of Middle School girls identified the excellent administration, the single-sex climate, the high quality of teaching, and the strong sense of community as reasons why their parents and they like the school. Asked to relate the choosing of a school to the way she picks out sneakers, one fifth-grade girl responded: "The Curie Academy is comfortable all over; it fits around me my way. Everywhere I go it fits; everywhere I walk is me."[61]

The Curie Academy depends heavily upon the healthy management of its most important human resources, its teachers, for its strong position in its market. "Parents paying almost $15,000 expect a lot," its Academic Dean noted.[62] All of the Upper School girls with whom we spoke mentioned teachers' personal attention and effective teaching as reasons for their happiness with The Curie Academy. "Teachers here make it feel like home," one girl stated, and another added that her teachers want to know what their students are thinking and want to help out. "Girls have at least one teacher friend to whom we can go again and again," she concluded. Particularly in the humanities and the arts, the girls felt that the school's faculty, both intellectually and emotionally, made The Curie Academy such a strong institution. "It's a lot more fun learning here than at my former school!" exclaimed another girl. Explaining why her family chose The Curie Academy over three of its competitors after she had been admitted to all four schools, one girl stated that her parents preferred The Curie Academy over one school because of its superiority in the arts and its warmer atmosphere and chose The Curie Academy over the others because those schools seemed less academically focused and challenging.[63]

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[58] Interview with Head of Lower School, November 18, 1994.

[59] Interview with Head of Upper School, October 25, 1994.

[60] Interview with Director of Admissions, November 16, 1994. Some of the recent research literature about positive outcomes for girls attending single-sex schools is summarized in Anthony Bryck et al., Catholic Schools and the Common Good (Cambridge, Massachusetts: Harvard University Press, 1993), pp. 228-241. See also Rachel Phillips Bebash, "Girls Schools: Separate *Means* Equal," in Pearl Rock Kane, ed., Independent Schools, Independent Thinkers (San Francisco, California: Jossey-Bass Press, 1992), pp. 73-90. Dr. Babash, the Head of School at Miss Porter's, acknowledges the importance of the seminal research of Carol Gilligan and her team of researchers, published as the book In a Different Voice (Cambridge, Massachusetts: Harvard University Press, 1982). The favorable research and publicity for the advantages of girls' schools have continued recently with the publication of two books, Myra and David Sadker's Failing at Fairness and Peggy Ornstein's School Girls.

[61] Impromptu interview with a fifth-grade girl, November 16, 1994.

[62] Interview with Mrs. Rimini, October 25, 1994.

In several days' observations of classes, one's impressions were generally in accord with these girls' assessments. At every level excellent teaching was observed, where students were highly engaged in their work. Most classes were extremely dynamic, engaged girls at the center of class discussions or activities, and combined high standards (whether kindergarten girls' writing their own stories or juniors conducting physics experiments) with strong encouragement from teachers. "Keep going, love," a kindergarten teacher would say to a girl, "This is great." Or "It's too good a question for me to answer for you!" an Upper School history teacher would respond, encouraging the girls not only to ask challenging questions but to pursue answers collectively with the encouraging support, but not dictation, of their teacher. In the interests of economy, field notes and narrative vignettes of such observations are left out of this chapter, but the quality of teaching at The Curie Academy was impressively high.

A parent who elected to send her daughter to another school instead of The Curie Academy, the family's second choice, explained the importance of teachers to a school's market position.: "When we looked at schools, going into the classroom and seeing what the teachers were doing was the biggest part of our search. We looked at whether classes were interactive or didactic in style."[64] This parent added that, although she found the quality of teaching at The Curie Academy to be high, her husband and she chose a rival school because of their perception that its culture seemed less materialistic.

The broader viewpoint of the admissions director at a nursery school, many of whose students go on to The Curie Academy every year, confirmed anecdotal reports of the strong connection between the quality of the faculty at The Curie Academy and the school's position in the competitive marketplace of schools. "When parents talk about schools," she indicated, "they very much base decisions on what they hear about the strength of the faculty--men as well as women. Parents definitely talk back and forth about this and that school's star teachers, and so the quality of a faculty certainly affects their choice of a school."

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[63] The comments recorded in this paragraph were given during an interview with a group of Curie Academy students, November 8, 1994.

[64] Interview with a parent at a rival school, November 1994.

In the crucial area of the early grades, where prospective parents observe a school most carefully, this admissions director discussed how the increasing age of parents with school-aged children has changed what parents look for in teachers: "Parents very much value experience in Lower School teachers. They will take note if the bulk of teachers are young and less experienced. The age of parents of kindergartners are now in the 35-50 range, so when they see a twenty-four year-old teacher they're looking at someone who might be their child. That has an impact on their decision."[65] And yet the median length of teaching experience of those teachers from school I who responded to the questionnaire is eleven years, making its respondents the second youngest of all the faculties that participated in this study. (See Figure One above.) Perhaps families visiting the Curie Academy are impressed by other factors besides teaching experience.

The initial visit with the Head of School illustrated the school's understanding of how important the connection between The Curie Academy's faculty, its admissions office, and its healthy position in the marketplace is. The office of the school's head is directly across the hall from the admissions office--in itself signaling her high regard for the importance of how well the school presents itself. In the hallway between the offices of Admissions and of the school's head are displayed the art work of both students and teachers. An eye-catching design for the restoration of the 96th Street subway station by a former member of the faculty conveyed the message of the school's attachment to its faculty, past and present. Likewise, alongside show cases displaying elegant examples of girls' work in an interdisciplinary, computer-based course called "Text and Image," another case contained a collection of books written by members of the The Curie Academy community, including its teachers. Further demonstrating the high value placed on the faculty is the Academic Dean, who serves as a school leader coordinating the recruitment, selection, development, and appraisal of faculty. Described by the school's head as "a great faculty person,"[66] the Academic Dean also seemed widely respected by the faculty for her performance of her role.

Such institutional symbols and structures may explain why, despite ranking well below the top tier in compensation among those belonging to a guild of independent schools in its metropolitan area,[67] the school receives hundreds of resumes a year for job openings in the Lower School, in the arts, and in the humanities. A strong sense of empowerment, support, and community was mentioned by teachers both in the "focus group" meeting and in the individual questionnaires that were returned by a few members of the faculty.[68] "This was the first school where I interviewed, and I immediately felt a great sense of warmth, and I knew I wanted to teach here," wrote one teacher. Another described her school as an "amazingly supportive, exciting place with a love and appreciation of the arts." A third commented that she was attracted to the school because "I felt I could make a strong contribution to the future of the program."

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[65] Interview with the admissions head of a nursery school in Manhattan, November 1994.
[66] Interview with Mrs. Curie, October 25, 1994.
[67] Interviews with Mrs. Rimini and the Director of Finance, October 25, 1994. Both administrators attributed the ranking partly to the school's faculty profile--relatively younger and hence less highly

Perhaps as a result of such strong perceptions of the quality of life and the supportive administration, during the five years between 1989 and 1994, only two teachers left The Curie Academy to take parallel jobs at other New York City schools. Of the fifty-three teachers who left the school during that period, nineteen moved from the city, thirteen were not rehired by the school, and nine left the teaching profession altogether--data that will be discussed below in chapter seven.[69]

Along with its competitors, The Curie Academy faces several challenges in the marketplace, both in its search for students and in its search for the teachers who will continue to influence the institution's competitive position among independent schools in its area. The Curie Academy seems to recognize the importance of addressing these challenges. In its own 1990 Self-Evaluation the school commented candidly upon the past and present issues of strategic management: "Like most independent schools, The Curie Academy has experienced an increase in turnover in its faculty in the past decade, making the hiring process a major part of the academic planning for each school year. The process is particularly difficult in cases in which the pool of applicants is small, such as mathematics and science, and minority

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compensated than faculties at other schools that, like The Curie Academy, tie compensation closely to years of service.

[68] Typical comments from faculty during a focus group meeting on November 8, 1994, were: "Administrators assume that you know what you're doing," "Here we teach the subject as we want," "Teachers feel free to take a risk, to experiment," and "The strong focus on the arts as a legitimate language is quite unique to The Curie Academy." In their responses to the questionnaire distributed at that meeting, faculty also mentioned the importance of the students ("female, intelligent, motivated, diverse") and the "vital" collaboration with colleagues. Such comments were echoed when the faculty completed the later version of the questionnaire used as the basis for this study.

[69] Mrs. Rimini, Academic Dean at the Curie Academy, "Profile of Faculty Turnover," 1994.

candidates."[70] Moreover, in seeking to recruit the best faculty that attracts parents and girls to the school, The Curie Academy is in competition with both independent and public schools for outstanding teachers.

Finally, in looking forward to the school's future, its Strategic Planning Committee identified one central goal to be attracting and retaining "an outstanding faculty that better reflects the ethnic and racial diversity of the student body."[71] In its strategic planning goal of diversifying its faculty, The Curie Academy is not alone and will face increasing competition. "In the last couple of years a competitor seems to be trying very hard to recruit families of color," one parent observed.[72] It seems likely that other schools are also in competition for strong teachers of color. The connection between attracting strong faculty of color and attracting both white and "minority" families to a school like The Curie Academy is strong: "The diversity of a faculty makes a crucial difference in attracting families of color, as is diversity of students in the classroom," the admissions director of a nursery school explained. "The diversity of the classroom also makes a difference for our parents who are white, because our parents value that....The feedback is that The Curie Academy does not have that elitism quality that its rival does."[73] Lacking that rival's reputation for elitism, The Curie Academy may be able to seize the opportunity to distinguish itself as a girl's school that embraces diversity, while upholding its ties to its past.

An analysis of demographic trends in its metropolitan area suggests that, like other schools, The Curie Academy has strong economic reasons for its commitment to strengthen its diversity of faculty and students. Mirroring national, demographic trends, the metropolis where The Curie Academy is located will continue to experience a shift towards greater proportions of African-American, Asian, and Hispanic families, relative to the flattening of growth in white families. Four of the top five countries from which new immigrants come to the area are Caribbean. Among the most wealthy immigrants are Asian Indians.[74] In 1990 African-Americans and Hispanics each represented one quarter of the city's population, a percentage almost certain to increase. As a report commissioned by the Dalton School concludes, "Asians and Hispanics are projected to account for over 140% of the net change [in population] during the 1990s."[75] Furthermore, as the same report suggests, the rate of projected school-aged population growth in Manhattan is three times below the national rate of growth resulting from the "baby boomlet," except in Hispanic and Asian families.[76]

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[70] The Curie Academy, Self-Evaluation, 1990, p. 25.

[71] The Curie Academy, Strategic Plan, undated, unpaginated.

[72] Interview with a parent, November 1994.

[73] Interview with admissions director, nursery school in Manhattan, November 1994.

[74] Brad Edmondson, "The Newest New Yorkers," American Demographics, August 1992, p. 9.

The city where school I is located remains a very expensive place to live, and families lacking enormous incomes but possessing the resources to purchase a home in the suburbs often move out of the city to seek better public schools for their children. Because the growth of income in families who might seek to place their daughter at The Curie Academy is likely to adhere "closely to current levels of inflation in the next five years,"[77] then the school will find it harder to increase its tuition above the levels of inflation, particularly since its tuition is already at or near the top of the market price level. If its tuition were to increase at the same rate as it has over the past five years, then The Curie Academy would charge a tuition of $21,050 in 1998, according to the report commissioned by The Dalton School.[78] Even a school strongly positioned in the marketplace may be vulnerable to both public and private school competitors.[79] Clearly, the Curie Academy will face challenges in recruiting families and teachers, particularly those of color, important if it is to maintain its strength in the market.

Indeed, the school provides a telling case of a school that relies for its competitive advantage upon the quality of its teachers. Compared to its competitors, The Curie Academy currently relies for its success less upon its social status, its physical plant, or its technological innovations than upon the strong perception among parents and students about the high quality of its faculty. That is, while one school may have the allure of a school that has educated past generations of socially elite girls, and while another may have the status of a school at the cutting edge of technological innovations in education, and while yet another may have the attraction of an expensive physical expansion and renovation, The Curie Academy, while maintaining its market appeal in each of these areas, probably relies more than anything else upon its continuing ability to attract teachers who are extremely capable and supportive. "Schools can lose ground very fast," noted the Academic Dean in commenting upon this challenge.[80]

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[75] Wickenden Associates, Demographic Trend Analysis for the Dalton School, March 1994, p. 6.
[76] ibid., p. 5.
[77] ibid., p. 10.
[78] ibid., p. 17.
[79] Interview with admissions director, nursery school in Manhattan, November 1994. She noted that increasing numbers of parents are looking at some of the stronger neighborhood public schools.
[80] Interview with Mrs. Rimini, Academic Dean, The Curie Academy School, October 25, 1994.

Moreover, compared with competitors with larger existing endowments and large, ongoing endowment campaigns, The Curie Academy may be forced to continue to rely upon tuition increases to improve its competitive position regarding faculty compensation and benefits. Yet, if tuition continues to rise, then The Curie Academy will be less able to appeal to a broad range of families in its city, without increases in the financial aid budget targeted for such families. At the same time that it has limits on the degree to which it can enhance compensation, the school's administration is more assertive than in the past about the importance of extending a teacher's role outside of the classroom. "Teachers are often needed in roles not traditionally defined by their jobs," noted the Director of Admissions, a comment echoed by each division head and by the Academic Dean.[81] One division head pointed to a risk when more students are served by each teacher: "One effect of the swollen class size in the Upper School is that class size has increased in a way that may be in tension with one reason parents choose to send children to The Curie Academy--smaller classes."[82] Thus, the Head and Board of Trustees at The Curie Academy, despite the strength that would be the envy of many other schools, face complicated tasks of institutional organization. Already charging among the highest tuition in its market area, with an endowment income smaller than some of its competitors, and rewarding its faculty with strong, informal signals of support, The Curie Academy faces challenges in seeking to remain competitive within the marketplace of students and teachers.

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[81] Interview with Director of Admissions, The Curie Academy, October 25, 1994.

[82] Interview with Head of Middle School, and Head of Upper School, October 25, 1994.

Chapter Three:

Recruitment and Selection of Teachers

It perhaps goes without saying that how well a school recruits talented and dedicated faculty is a key ingredient to its success. As Ron Henkoff in an article for Fortune Magazine has noted, any organization in the business of service, such as independent schools, succeeds by finding and keeping the best workers. His survey of successful service companies, from Walt Disney to Marriott Hotels, places recruitment high on the list of important variables determining success. The formula: "Hire nice people, treat them well, encourage them to bind emotionally with the company, train them continuously, and equip them with the best technology."[83] Likewise, as Frank Jones argues from his perspective of many years as a Dean of Faculty and a Head of Upper School:

> Many Heads of School will agree that no decisions a Head makes are more critical than those concerning whom he employs as teachers in his school....When an unsuitable match is made in the hiring of a teacher, that circumstance has an impact upon many individuals, not the least of whom are the students in that teacher's classes. Correcting the error is generally an unhappy experience for all concerned. Accordingly, great care must be taken in the recruiting and hiring process to keep to a minimum the number of mistakes that are made.[84]

Currently, many independent schools adopt practices of recruitment such as those recommended by Richard Murnane and Joseph Shivers in the chapter, "Finding Skilled Teachers: Hiring Practices Make a Difference," from their book Who Will Teach? Contrasting case studies completed at two different public schools, Murnane and Shivers recommend several recruiting practices for public schools that are already part of the culture of many independent schools:

- giving school heads and department heads principal responsibility for recruitment and selection
- delegating to department chairs the authority to narrow a list of finalists for the school's leader(s) to interview and giving department heads a strong voice in the final decision
- maintaining a sensible timetable of hiring that enables school leaders to know about vacancies and plan to fill them in a timely fashion

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[83] Ronald Henkoff, "Finding, Training, and Keeping the Best Service Workers," Fortune Magazine, October 3, 1994, p. 122.

[84] Frank Jones, Teachers for a Thoughtful Place, unpublished manuscript, 1994, p. 21. I am grateful to the author for making a copy of his book, now under consideration for publication.

- relying heavily upon networking, personal contacts, and professional organizations to screen and identify promising candidates, even in advance of an opening
- including other members of the department on the interviewing and screening team, in order to seek a consensus about making a recommendation as to which finalist should offered the position.[85]

To this list, Frank Jones has added several other recommendations for effective recruitment practices. He suggests that:

- recruitment be part of a school's ongoing strategic planning so that each opening becomes an opportunity to renew the school and reflect upon its needs
- deadlines for signing contracts be made relatively early in the year, so the school can begin the process of recruitment ahead of competitors
- a school leader be given the task of tracking individuals whose resumes have been received for a position not currently open, so that the administrator can follow up by phone or letter with the candidate, in case of future openings
- a school leader be given the responsibility for forging close ties with key universities from which strong young candidates may be attracted.[86]

To this list of effective recruiting practices, I would add several suggestions based upon personal experience. Once a pool of candidates has been determined, the school's department head and perhaps a division head should observe the finalists teaching in the classroom. While not the sole or even major factor in making a final decision about selecting a teacher, the sample lesson can give the department head a picture of the candidate in actual performance with real students. Moreover, the candidate receives the clear signal from the school that actual teaching practice is essential to the school's success. When first a rookie deliberating over three offers to teach (the amount of money offered was the same at all three schools), I chose my first independent school in part because it was the one whose department head made certain that I was observed teaching an actual class at her school. That sent me a message: we want to hire you because we think you teach well. My enjoyment of the practice lesson let me know that the school would be an attractive place to teach.

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[85] Richard J. Murnane et al., op.cit., pp. 48-53.
[86] Frank Jones, op.cit., pp. 21-35.

Second, I would suggest that the department and/or division head have in-depth conversations with at least two of the candidate's references. Such conversations can be vital in determining which finalist is the best match for one's school, based upon actual performance in the past. Former and current supervisors are less likely in a telephone interview than in recommendation letters to worry about legal consequences from negative comments and are more likely to be candid, or at least to offer important nuances in praising the candidate. Third, I suggest that department chairs exchange as much written material as possible with the finalists: curriculum guides and such from the school to the finalist, sample assignments prepared and evaluated by the finalist and given to the department head as examples of the candidate's teaching methods and practices. Fourth, and perhaps most important, department heads should work to create a climate in which members of the department are intimately involved in the process of recruitment and selection. Teachers responding to my survey often mentioned the quality of the faculty as a core reason why they chose to accept their school's offer of employment. In my experience, both as a teacher candidate and as a department head, how well *an entire department* appeals to a prospective teacher has a significant impact on whether one's first choice among the finalists becomes one's future colleague. Finally, I urge department heads and school leaders to be as clear as possible about the teaching load and customary duties that the prospective teacher will carry, in order to prevent misunderstandings later.

To the teachers at school Q I posed a series of questions that I omitted from the revised questionnaire sent to all of the other schools in this study: "How effective do you think is the recruitment of teachers at your school? What makes its recruitment effective? ineffective?" The answers from these teachers illustrate the difference between effective and ineffective recruiting practices. Several cited as effective the fact that the school searches throughout the country for the best match for an opening. "Agressive advertising and recruitment by the headmaster" was one teacher's comment about her school's success. Another commented: "The Headmaster travels to many different places in order to interview applicants." A third mentioned that the school's leaders "talk, interview, and observe new teachers." Cited as ineffective aspects of the school's recruitment are that public schools locally pay more and that the school places "too much emphasis on young (cheaper) teachers." One respondent commented: "The ultimate decision seems to be unilateral." Another offered a similar observation: "The faculty appears not to be involved in this process other than interviewing already chosen candidates." School Q has as an asset–a Head aggressively committed to recruit the best teacher for the opening from around the country. That asset may also be a weakness, if his leadership is so strongly unilateral that teachers are not involved in their own evolving team by participating in the screening and selection of new teachers.[87]

Let us now turn to the challenges most independent schools face in recruiting strong teachers of mathematics and science, as well as recruiting teachers of color. These challenges, let me confess from the start, are ones that this chapter will fall short of addressing successfully. The bibliography on either issue would be many pages long. I only had time during this year to interview a few department chairs of math and science and a few teachers or administrators involved actively in recruiting teachers of color. However, rather than avoid any discussion of these important challenges for independent schools, let me offer the beginning of what could be a lengthier treatment of complex issues.

As discussed in chapter one, Ms. Dory Adams of the National Association of Independent Schools shares with educational researchers working with data from public schools the conclusion that competition is "fierce" among schools for strong mathematics and science teachers, as well as teachers of color. A recent study conducted by Sanford Shugart and Paul Hounsell paints an alarming picture of increasing expectations for science educators and decreasing qualifications and knowledge base among those same educators. Beginning with a survey of research that connects declining scientific literacy with "the critical shortage of *qualified* science teachers," Shugart and Hounshell take note of five major studies between 1982 and 1990 showing that those science teachers with the highest ability and knowledge are those most likely "to avoid or defect from jobs that are routine, lacking in performance-based rewards, and fail to produce changing and escalating challenges."[88] Shugart and Hounshell's study of 205 science teachers in North Carolina led to their conclusion that, over a ten-year period, "Teachers who scored higher on subject matter knowledge *were more likely* either never to teach or to teach and defect than to become career teachers."[89] Among the reasons why science teachers left the teaching profession, the most important were salary, working conditions, prestige, and professionalism.[90] Without having conducted a through study of science teaching in independent schools, I would nonetheless conjecture that Shugart and Hounshell's conclusions are accurate.

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[87] All of these comments are quoted verbatim from the responses offered by teachers at school Q.
[88] Sanford S. Shugart and Paul B. Hounshell, "Subject Matter Competence and the Recruitment and Retention of Secondary Science Teachers," Journal of Research in Science Teaching (Vol. 32, No. 1, 1995), pp. 63-64.
[89] ibid., p. 68.

Their study reinforces the picture drawn by the more extensive study by Richard J. Murnane and his assocates at Harvard. They too draw the connection between the achievement of American students in science and mathematics and the quality of teachers that schools are able to attract. Furthermore, they return to the analysis offered thirty-five years ago by Rand researchers Kershaw and McKean: "Teachers' low starting salaries are especially unattractive to college graduates trained in mathematics and the sciences because they can command much higher starting salaries in business and industry."[91] Not only does the Murnane study suggest a strong connection between teachers' salaries and the recruitment of promising young teachers, but it also presents data that demonstrate the problems in *retaining* those who are recruited. In their studies of staffing patterns in North Carolina and Michigan, Murnaine's team found that chemistry and physics teachers "were most likely to leave teaching in each of the first 10 years.....In Michigan, almost half the chemistry and physics teachers had left teaching by the end of 2 years in the classroom; in North Carolina, more than half had left within 6 years."[92] Also noting that neither mathematics nor biology teachers are as likely to leave so quickly, the Murnaine study cautions against grouping mathematics and science teachers as a monolithic whole.[93] The implications of these findings for schools' seeking to design their compensation systems will be discussed in chapters six, seven, and eight.

Seeking to learn what practices have helped some schools build successful departments of mathematics and science, I spoke with several department heads and school leaders responsible for recruiting and building faculties in those subjects. Judy Geller, head of the Science Department at the Dalton School in New York City, explained that she first looks for a scientist who has a knack with children and a talent for teaching, not just a doctorate that demonstrates advanced research skills. During her many years of experience heading her department, she indicated that physics teachers were the hardest to attract and retain. She finds healthy a pattern of attracting dynamic young teachers who eventually leave to pursue an advanced degree or research career. Ironically, she finds that having school leaders who admit their lack of knowledge about science to be a benefit. "They know they don't know science and leave us alone," she mused, adding that there is strong support from the school's head for the department's professional development. Dalton's science department, she explained, has received strong support for its internal development of computer-based curricula, such as the astronomy program developed by one senior teacher and the "eco-type" program developed by a younger member of her department. Referring to an interactive computer program that simulates for students the experience of actual scientific research by chemist Niels Bohr, she attributed the faculty's design of such programs as a key ingredient of its success. Finally, she added that, because prospective science teachers usually are specialized in one or two subjects, she believes that schools should recruit those who can teach across more than one division of the school.

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[90] ibid., p. 69.
[91] Richard J. Murnane et al., op.cit., pp. 7-9.
[92] ibid., p. 67.
[93] ibid., pp. 68-69.

What Judy Geller did not discuss was whether the relatively high level of compensation at her school enables Dalton to compete successfully for young teachers. Clearly implicit through her discussion is that she attracts teachers in part because of a strong *esprit* within her department and a strong external support for faculty development. In her view cutting-edge labs are less essential than a department that supports each other and is supported by the school's leadership in applying new technology to teach interested students. "We're more hands-on than schools with glitzy labs," she emphasized.[94] As will be discussed in chapter four, the chair of the Science Department at school I worried more openly about the connection she perceived between her school's compensation levels and turnover within her department. Dr. Tony Fisher, chair of the Mathematics Department at Collegiate, suggests that schools will find it increasingly hard to recruit mathematics majors to become teachers. Instead of relying exclusively upon aggressive efforts to recruit such majors from colleges, he believes that schools should invest more resources hiring interns who are promising teachers, but perhaps not expert mathematicians or scientists. He advises nurturing them slowly as their knowledge of the subject becomes richer.[95]

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[94] The comments in this paragraph summarize and quote excerpts from my interview on February 2, 1995, with Ms. Judi Geller, chair of the Science Department at Dalton School.

[95] Interview with Dr. Tony Fisher, April 18, 1995.

Such challenges and potential solutions in hiring science and mathematics teachers may pale, however, in comparison with those facing independent schools that seek to diversify their faculties. The challenges, I argue in chapter five, are not simply in recruiting talented teachers of colors, but in shaping the culture of the entire institution so that they find independent schools openly welcome to examining their own predispositions, cultural assumptions, and racial tolerance. John Hoffman, President and Founder of the Albert G. Oliver Program, has listed several crucial aspects needed before schools can effectively hire and retain faculty of color:

- The school's head must be committed to diversity, and the school must have a written and institutional commitment that begins with the Board of Trustees and extends from the head through the entire faculty.
- Institutions should have a policy stating that each department opening should have one or more persons of color as finalists.
- Racism on campus must be confronted immediately, strongly, and publically.
- Independent schools should first ask the question, "Why would a person of color want to work here?"

In addition, Mr. Hoffman offered a set of practical suggestions that should help schools seeking to recruit and retain a diverse faculty.

- Teachers, students, alumni, and parents of color are a resource that should be employed in identifying and recruiting prospective teachers of color.
- Schools should network with colleges and graduate programs that are training fine candidates of color, with the nationwide Summerbridge programs, and with independent schools that have instituted internship programs for teachers of color.
- Issues involving racism, diversity, and curricular reform should be the concern of all teachers, not just the teachers of color.
- Teachers of color should be encouraged to become department chairs, deans, and school heads.
- Teachers of color should have older and more seasoned mentors of color to support them in the first years of their career.

- Every effort should be made to make teachers of color feel important, cherished members of their school's community.[96]

Several efforts already undertaken by independent schools indicate their recognition of the importance of addressing these challenges. St. Paul's School maintains a "diversity registry" of resumes submitted by teachers of color, whether or not an opening exists at the school, and advertises that registry in publications such as Independent School.[97] A pilot program involving twelve independent schools in Massachusetts and Rhode Island is committed to "look under every stone and around every corner" to find prospective teachers of color, according to Patricia Melton, the director of an organization called SEEC, or Seeking Educators of Color.[98] Likewise, seven independent schools in Connecticut have formed a consortium called SPHERE to provide career opportunities for teachers and administrators of color. Their programs range from teaching fellowships, to a novice teacher program, and to teaching apprenticeships.[99] The Multicultural Alliance directed by Kevin Franklin and located at The Branson School in Ross, California, has developed an internship program with a number of independent schools. Led by Dennis Bisgaard and supported by a grant from the DeWitt Wallace-Reader's Digest Fund, the Collegiate School Teaching Institute has it inauguration this summer. The Institute is a summer program for students of color interested in independent school teaching. Applicants selected for the two-week institute will be supported by a stipend and will be introduced to topics of curriculum design, teaching strategies, course planning, assessment of students' work, teaching and learning styles, and the process of searching for a teaching job.[100]

Such programs offer much to praise, and one hopes that they meet with success. The columns presented in Figure Four above demonstrate that much room for progress exists as schools seek to recruit a strong and diverse faculty. In seeking to recruit teachers of color, independent schools are in competition not only with each other, but also with sometimes aggressive recruiting campaigns by public school districts, who recognize the importance of hiring strong African-American and Latino teachers.[101] It is, however, not with the challenges of recruitment, but with those of *nurturing* and *retaining* teachers of color that I wish to close this chapter. As John Hoffman noted, schools that want to diversify their faculties need to begin with the communities they now have and to prepare the conditions that can enable a young teacher of color to feel welcome in what, at most independent schools, is a largely white body of teachers, students, and parents.[102] In chapter five I will offer a personal account that illustrates the difficulty of building such a community. First, let us explore how The Curie Academy recruits and selects its faculty.

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[96] John B. Hoffman, "Hiring and Retaining Teachers of Color," presentation at the National Association of Independent Schools Conference, March 2, 1995. I am indebted to Dennis Bisgaard of The Collegiate School for making available to me his careful, extensive notes recorded from Mr. Hoffman's presentation.

[97] See Independent School, Fall 1994, p. 77.

[98] Tim Cassidy, "N.E. Private Schools Start National Search for Minority Teachers," Boston Globe, November 13, 1994.

[99] Michele D. Redwine, Executive Director, SPHERE Consortium, "New Teacher Programs at SPHERE Schools."

[100] Collegiate School Teaching Institute, brochure.

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[101] See Joanna Richardson's profile of such recruitment efforts by public school districts in "Talent Scouts," Education Week, May 17, 1995, pp. 23-26.

[102] One of the finest chapters in Frank Jones' manuscript, Teachers for a Thoughtful Place, is about "Embracing Diversity." Like Hoffman, he argues that "The Board of Trustees, the administration and the faculty of the school need to accept and support the concept of diversity if the program is to have an opportunity for success. Together they must identify diversity as a value of the school, a value which they are determined to make a reality" (p. 51).

Chapter Four:

Recruitment and Selection of Teachers (A Case Study)

As mentioned above, the faculty at the Curie Academy is both its most important asset in attracting families to the school and among the most satisfied of those surveyed in terms of their relationships with each other, with the school's leadership, with the school's philosophy and mission, and with their own collective professional development. Thus, the Curie Academy (school I) provides a model by which to explore how a school's practices and structures of recruiting and selecting teachers build an organization that works well together, maintains a sense of loyalty to the common vision of the school, and commits themselves to what Peter Senge calls "the discipline of team learning."[103] Three aspects of recruitment and selection at the Curie Academy stand out as crucial to its successful construction of a healthy school culture:

- a clear sense communicated by the school's head of traits that help identify a candidate likely to be a successful teacher
- delegation of responsibility and authority to key administrators (the Academic Dean, the division heads, and the department heads) to recruit and select the faculty
- participation of teams of teachers in the process of selecting their future colleagues

At the end of this chapter I will discuss potential pitfalls in precisely these areas of institutional strength. First, however, let us take a brief look at the process of recruitment at the Curie Academy.

In looking for candidates, Mrs. Curie, the Head of School, seeks teachers who "have a mastery of subject and a commitment to young people." There is a clear school culture, shaped by her leadership, that values teachers who are flexible, caring, and have a sense of humor. She looks for people who can adapt to changing times. Mrs. Curie also referred to teachers who have what she calls "the X factor, that undefinable magic that touches students as our great teachers touched us." She added, "In twenty years of hiring I can sense the sparkle, the presence that you can't train. That's what sells, teachers in whom parents and children believe."[104] For the Middle and Upper Schools, she prefers an undergraduate liberal arts degree and a graduate degree. For the Lower School she looks for a candidate who either has a master's degree in education or interesting work experience.

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[103] Peter Senge, The Fifth Discipline: the Art and Practice of the Learning Organization (New York, New York: Doubleday, 1990), pp. 238-249.

[104] Interview with Mrs. Curie, Head of School, October 25, 1994. My colleague, Melody Meade, collaborated with me on this chapter; she is the principal author of the sections of this chapter that focus on recruitment in the Lower School.

In January and February, the Head of Lower School, the Academic Dean, and the department heads determine the possible openings for the following year. Preliminary staffing plans are ascertained by conducting individual conferences with teachers. In these conferences teachers and administrators communicate their intentions for the following year. The projected staff list is then submitted to the Academic Dean. The typical recruitment season runs from January through April because the school seeks to have its staff for the next academic year hired by the end of a current academic year. The school recruits prospective teachers through advertisements in the New York Times, professional contacts and referrals, the NYSAIS Job Fair for Teachers of Color, and placement agencies. The school also benefits from a large pool of applicants who have sent in resumes, both unsolicited and steered through a network of professional contacts. The Lower School Head stated that at times teachers are hired after serving as substitute teachers, when an opening matches their already observed talent.[105] All inquiries about a specific opening receive a written reply. Unsolicited resumes receive a printed reply from the Head of School. These responses are important because they help the school maintain their profile of respect and organization among prospective teachers and the public.

After preliminary information is gathered about applicants, a short list is made. Generally, once a department head or division head has prepared a short list, he or she continues not only interviewing the candidates, but also conducting phone interviews with former employers and references. In discussing recruitment at the Lower School, its division head indicated that she narrows her search from "zillions" of resumes down to about ten for one position. (In contrast, in her last recruitment search for a teacher, the chair of the Science Department at The Curie Academy indicated that she had received about thirty resumes.) From those selected resumes, the Lower School head contacts her top three choices. She looks for people who feel "a sense of community, support teamwork, and are happy individuals."[106] Like the Head of School, she has a specific model of an employee who will fit into the culture of the school, one that values "we" over "me." Such personality characteristics, observable during interviews and demonstration classes that were watched by experienced professionals, generally prove to be strong predictors of future success at The Curie Academy.

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[105] Interview with the Head of the Lower School, November 18, 1994.

[106] ibid.

The interviewing process for final candidates takes place in three stages. First, candidates are interviewed, then they give a demonstration teaching lesson (where other teachers are likely to observe), and finally these candidates meet with faculty members in an informal discussion.[107] All finalists' references are checked, and the final offer is made by the Head of School. This hiring process clearly incorporates the team of teachers who will be working with the newly hired candidate. This process is highly selective and more costly than would be a system involving "pen and pencil" measures, but both the teachers and the school are very satisfied with the results. In their responses to a questionnaire given only to the faculty at school I, all of those completing the questionnaire commented favorably about the recruitment process. Teachers expressed satisfaction not only with their being selected, but with the humane sensitivity with which they were treated during a stressful time of interviewing and performing during a demonstration lesson. One teacher commented: "The recruitment at The Curie Academy is very effective. The department heads handle most of the work." In its recruitment and selection of teachers, The Curie Academy successfully empowers department heads as active decision makers who cooperate with their teams and treat candidates as if they are, in fact, future colleagues.[108]

Teamwork and employee cooperation are emphasized in the recruitment and selection process throughout the school. Thus, The Curie Academy follows a process of using "multiple interviewers who are trained to avoid many of the subjective errors that can result when one human being is asked to rate another."[109] During the interview, job candidates are directly asked questions about their views on team work. The Lower School division head explains that of three recent finalists for a position, the teacher hired was actually chosen by the team of teachers in the Lower School. "I would have been happy with any of the three," she stated. She stressed that "it is important that teachers have the power to create the team."[110] Similar hiring practices occur in the Middle and Upper School. Department heads and the

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[107] Interview with the Head of the Lower School, October 25, 1994.

[108] Such collaboration contrasts with the team concept in many private corporations. See Brian Dumaine, "The Trouble with Teams," Fortune Magazine, September 5, 1994.

[109] Raymond A. Noe et al., Managing Human Resources (Irwin Publishers, 1994), p. 393. As will be discussed below, I am less certain that the school makes sure that minorities "play a large role in interviewing job applicants to ensure their perspective is included" (p. 393).

[110] Interview with the Head of the Lower School, November 18, 1994..

Academic Dean, Mrs. Rimini, conduct interviews and observe demonstration classes. The process of recruitment generally works well.

In spite of this optimistic perspective, the school faces real challenges in recruiting teachers in areas such as mathematics and science and in recruiting teachers of color. In the areas of math and science, schools are competing with other industries for employees. Since those industries can often pay more than The Curie Academy's starting salary of $25,867 for a beginning teacher (see chapter seven),[111] the pool of candidates is relatively small. Such an environment has resulted in the school's extending its search for prospective teachers oversees to England in a complex process that involves long-distance communication, travel expenses, and immigration issues. In the past several years The Curie Academy has hired science teachers from England, at least one of whom was described as "fantastic" by the department head, who added, "We were very lucky."[112] Yet those teachers whom the school felt "lucky" to have join its faculty left the school for the southwest United States because of that region's lower cost of living.

The chair of the Science Department at the Curie Academy was quite frank in expressing her concern about the correlation between compensation and turnover at her school. Asked for evidence that such a connection exists, she responded:

> The evidence for a connection between compensation and retention is that we lose people because of financial reaons. Women now have as much of a concern on salary as men. The demographics have changed in the twenty years since I've been here. Salary is more of an issue now. Many of the people here are the primary breadwinnners, increasingly so. Salary matters in competing for teachers who are considering other professions. Keeping that quality of person in the profession to begin with is a challenge directly related to money. We're going to start to compete with public schools increasingly. [Teachers] are forced to move to the suburbs with a family, and [they] start to look at the local suburban schools.[113]

Such a challenge for the Curie Academy--to plan towards a future as it may face continuing and even increasing competition for science teachers--will be discussed more fully in chapter seven. My interview with the chair of the Mathematics Department suggested that the problems of turnover and retention are less severe. She mentioned replacing two teachers during the past three years, one of whom retired.

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[111] The Curie Academy Salary System for 1994-1995, printed February 17, 1994.

[112] Interview with the Chair of the Science Department, December 6, 1994.

[113] Ibid.

In addition, The Curie Academy is trying to recruit teachers of color but is having difficulty because of the relatively smaller pool of applicants.[114] Roughly ten percent of those teachers responding to my questionnaire was an African-American, Caribbean, or Hispanic teacher. Compared with the other twnety schools in this study, school I seems to have made more strides towards faculty diversity than most. However, there seems to be a varying degree of acceptance among department heads that hiring teachers of color should be a fundamental priority in recruiting and selecting faculty. One department head stated that "trying to find teachers of color has not panned out for us."[115] Although two division heads agreed that finding strong teachers of color "is a quantum leap above the other challenges of recruitment," one added cryptically that: "All teachers have to be of equal quality in the pool of finalists. The demands of our institution are great." The division heads commended the Academic Dean for "turning over every stone to find the best person for our school."[116]

The school has been participating in job fairs where department heads and the Academic Dean can meet with teachers of color and has committed itself to interviewing such teachers even if the school does not "have a job opening which is an exact match for their qualifications."[117] The Curie Academy has used an agency that refers minority candidates to independent schools. This process has recently resulted in the hiring of four "minority" teachers, one as a kindergarten assistant and three as teachers. Although the diversity of the profile of teachers at The Curie Academy is an improvement over previous years, it seems that a school willing to look as far as England to find qualified math and science teachers should be able to achieve its objective of diversifying its faculty, particularly in the Lower School.

One challenge facing a school like the Curie Academy is to expand its vision of what "equal quality" and "best person for our school" means. If the department heads, Academic Dean, and teams of interviewing teachers are largely of one racial and cultural composition, then a vision of quality and a commitment to diversity may be in tension. When interviewed, the Director of Multicultural Affairs at the Curie Academy indicated that she plays no role in the recruitment of teachers in the Lower School. It was unclear whether she played a large role in the process of recruitment in other divisions. She indicated that, if a department limits its recruitment to the city where the Curie Academy is located, "then it will limit itself in terms of recruiting teachers of color." This director was clearly proud of the progress that her school had made in meeting this challenge. However, without a direct role in the process of recruitment and selection of faculty, her impact may have been limited. At the time of this study, all department heads and division heads at her school are Caucasian.

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[114] The Curie Academy School, Self-Evaluation, 1990, p. 25.
[115] Interview with a department head at The Curie Academy, November 1994.
[116] Interview with two division heads at The Curie Academy, October 1994.
[117] The Curie Academy School, Self-Evaluation, 1990, p. 26.

On the other hand, The Director of Multicultural Affairs, who has remained at school I for many years, explained why her school has been able to retain her and help her grow as a teacher. She has been able to assume different roles at the school besides assuming a role as spokesperson for diversity issues. One year she assumed the role of interim Upper School head. "That experience helped me know that I want to grow towards such a position in the future," she said. Moreover, she has developed close, professional friendships with colleagues. With one of those colleagues, she has team-taught courses for a number of years on topics from African history and literature to Civil Rights movements in the United States. As a result, "thinking of leaving would be hard."[118] Not all teachers of color have remained at their school with such warmth of attachment.

As discussed above in chapter two, part of the school's appeal rests in its efforts to diversify the profile of its faculty and students. Many parents report that the school's growing diversity is why they chose The Curie Academy over a competitor. The Curie Academy does not want to become an "elite enclave of the Upper East Side," as its admissions directors stated.[119] In order to attract students of color, it will need to attract a more diverse faculty because "minority" families look carefully at a school's diversity of teachers and administrators in deciding where to send their child.

In conclusion, strenghtening the process of recruitment and selection at The Curie Academy involves renewed efforts to recruit talented teachers in science and of talented teachers of color. The school may benefit from:

- seeking contributors to fund an endowed chair to recruit an outstanding teacher of science and/or mathematics.

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[118] Interview with the Director of Multicultural Affairs at school I, November 1994.

[119] Interview with the Co-Directors of Admissions, November 16, 1994.

- building on the school's success with part-time teachers in the arts by also recruiting scientists and mathematicians to part-time jobs.
- joining other local independent schools to establish a resume bank, such as the "Faculty Diversity Registry" that St. Paul's School has developed.
- developing relationships with universities that have strong minority populations, such as Howard University and Teachers College.
- advertising job openings in minority newspapers.
- expanding the administrative team to include the Director of Multicultural Affairs, who is currently devoted to diversity issues and minority recruitment.
- seeking to expand minority representation on the school's Board of Trustees.

Such steps seem representative of those that other independent school facing similar challenges of recruitment may wish to consider.

Chapter Five: A Personal Journey

Recruiting and selecting strong African-American, Latino, and Asian teachers is only part of the task facing most of the independent schools that participated in this study. Unless teachers of color are welcomed as equal partners into a school's educational community, then schools may find themselves to be revolving doors where teachers whose racial and cultural identity are in a minority at the school stay for a couple of years and then leave, partly out of feeling estranged from the power base and cultural assumptions that dominate a school. As John Hoffman argued (see chapter three), part of effective recruitment for teachers of color involves preparing the institution from within to examine its own assumptions, prepare to welcome other points of view and heritages, and open itself to genuine dialogue. Lisa Delpit eloquently addresses both the importance and the difficulty of achieving such a meaningful conversation in a school:

> Teachers are in an ideal position to play this role, to attempt to get all of the issues on the table in order to initiate true dialogue. This can only be done, however, by seeking out those whose perspectives differ most, by learning to give their words complete attention, by understanding one's own power, even if that power stems merely from being in the majority, by being unafraid to raise questions about discrimination and voicelessness with people of color, and to listen, no, to *hear* what they say. I suggest that the results of such interactions may be the most powerful and empowering coalescence yet seen in the educational realm--for *all* teachers and for *all* students.[120]

Let me turn to a personal account of how difficult that challenge can prove in the changing dynamics of independent schools. I hope that this personal story will illustrate the difficult work that schools face in building communities in which teachers of color feel welcomed and wish to remain as a vital part of an organization learning to become more accepting of its individuals' cultural and racial differences. It is a difficult story to tell because it involves my confronting my own past heritage and admitting that I have a responsibility for the problems and have struggled to become part of a solution to helping a school move towards greater tolerance and understanding.

I begin with two statements by James Baldwin in The Fire Next Time:

> School began to reveal itself, therefore, as a child's game that one could not win, and boys dropped out of school and went to work. My father wanted me to do the same.

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[120] Lisa D. Delpit, "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children," in Beyond Silenced Voices, edited by Lois Weis and Michele Fein (Albany, New York: State University of New York, 1993), p. 139.

> Therefore, whatever white people do not know about Negroes reveals, precisely and inexorably, what they do not know about themselves.[121]

I want to write about my personal journey with teaching the works of James Baldwin and with my efforts to contribute to a more inclusive curriculum and teaching staff at a private school in New York City.

Born in Memphis, Tennessee, I was raised in Richardson, Texas, a suburb north of Dallas. The children with whom I studied were, like me, white, largely waspish children of upwardly mobile middle class parents. Not until the late sixties, fifteen years after Brown vs. Board, did the Richardson Independent School District dismantle its separate school systems for white and black children. The year my family moved to Ohio was the first year that Hamilton Park High School ceased to be the high school for blacks.

When I was fifteen, my family moved to Upper Arlington, Ohio, a suburb north of Columbus. Steered by real estate agents towards the suburb with the "best schools," my parents moved to a home ninety minutes away from the headquarters of Anchor Hocking Glass Corporation in Lancaster, Ohio, where my father was the new Director of Marketing. As in the Richardson school system, the students were white and largely middle class. I do not remember a single Latino, African American, or even Asian face in my class of 500 students.

Ironically, it has been as a teacher in "elite" private schools that my heritage of segregation has come to an end. At Greenhill School in Dallas, Johnny Coleman was the first black student I taught--not at all well. I don't believe that he made it through the school. At St. Mark's, also in Dallas, Hodari Merrick, Moises Gallegos, Reyno Arredondo, and Frank Thompson taught me more than I taught them. From me they learned about Dostoevsky and Dickens. Only when I began to experiment with assigning "family papers" as projects did I begin to learn about the culture and heritage of students whose backgrounds differed from my own.

My first meeting with the writing of James Baldwin came when Jim Shields, my predecessor as chair of the English Department at Collegiate, suggested that I read Baldwin's Go Tell it on the Mountain, a novel we would teach together to sophomores. That summer I also read Another Country and Giovanni's Room.

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[121] James Baldwin, The Fire Next Time (New York, New York: Vintage, 1993), p. 18 and p. 44.

Since at the time the tenth grade course at Collegiate was organized strictly as a lecture (two days), discussion (two days), and grammar (one day) course, most of what I learned about Baldwin's autobiographical portrait of his heritage and his tumultuous relationship with his father came from the lectures that Jim Shields delivered. The book's tripartite structure, the author's interweaving of past and present stories, and the intermixture of Biblical and poetic language became ways of comfortably avoiding dicier topics of racism and interracial communication--or communication, period.

At the time when I came to the Collegiate School for Boys, there were two teachers of color among the faculty in the Upper School--one a music teacher and one a new teacher, Ivan Hageman, a former "Head Boy" of the school invited back to assume the position of "Director of Multicultural Affairs," funded by the DeWitt Wallace Foundation. There were a few students of color--perhaps a couple in each grade. The school's recently completed mission statement contained the word "multicultural," and the school's Head of Upper School at the time was among the stronger advocates for multiculturalism, having chosen for his daughter a Montessori school quite diverse in its population of pre-kindergarten children.

I did not teach Baldwin well, if one measures the quality of teaching by the impact on the thinking or the emotional life of students. As the one work by an author of color in a tenth grade curriculum deeply classical, Baldwin's novel probably seemed to the students like the token nod to political correctness.

Not until I introduced an Upper Division elective on autobiographical literature did Baldwin begin to be read by my students with anything approaching intensity and openness. At first my introduction of Baldwin to the course was gentle: a couple of essays from Notes of a Native Son. My introduction of Baldwin in my own course reflected a gradual shift in the English Department towards more diversity of writers included in the curriculum. One young colleague, in particular, was deeply committed to, and highly effective at, including works by African, African-American, and Latino writers in his courses. Perhaps because he was white, perhaps because he was widely recognized as among the most talented and nurturing teachers, no parental hackles or queries about the shifting tilt of the curriculum reached my ears as department head. There were no teachers of color in the English department; indeed, there never had been. In my own course, "Self Portraits," the students were moved by

Baldwin's essays and recommended on their written course evaluations that more attention be paid to his work the following year.

During my second year at Collegiate, Jim Shields, a legend of the school who had remained as a teacher after stepping down as a department head, announced his decision to retire at the end of a long and distinguished career spanning over two decades. Receiving the commitment from the school's Head to search for a teacher with at least five years of experience, we began a search for a teacher to replace Jim.

During that year voices--from students, from my colleague Ivan Hageman, and (to an extent) from parents--urged that the school diversify its teaching staff and its curriculum more fully and more quickly. Teachers continued a process of dialogue about the curriculum such as has been part of the national debate about multiculturalism, part of the agenda for virtually every independent school and Board of Education in the country. Like many other schools, we moved forward--more than inches, less than miles or even yards. We were in a phase of gradual evolution--too conservative for some, too liberal for others. At assemblies and at faculty meetings, we began to listen to our students of color talk about their experiences traveling between two cultures--from Brooklyn and the Bronx to the Upper West Side of Manhattan. Many of these statements were deeply moving and transforming.

Determined to look hard for a teacher of color as a candidate for the opening, I spoke with colleagues in other schools, attended a "Job Fair for Teachers of Color," and asked teacher placement agencies to send me resumes of strong, experienced teachers from "minority" groups. None of these avenues produced the candidates that I hoped to see, nor did the school's advertisement in the New York Times bring us viable candidates of color. We courted a Jewish woman at a rival school, but she decided that she did not want to teach at an all-boys' school. As of mid-March we still had not found a candidate we thought would fit our needs.

Then, shortly before spring break, Ivan Hageman told me of an African-American teacher who had attended a New York City independent school, had taught for five years, and was now in his second year at Central Park East High School. The phone interview interested me enough to schedule a personal interview, the personal interview led to my visiting Central Park East to watch this young man teach, and watching him teach at his school and at ours convinced me that he was the strongest candidate of the finalists--among whom was a woman with a Ph.D. from Yale or Harvard and with immense charm and intelligence. Surprised that our salary offer was as good as what he could receive from the New York City Public Schools, and attracted to the working conditions at an independent school, he accepted our offer to come as a teacher.

The following year, my third at Collegiate, we had many signs of successful movements towards a curriculum that balanced traditional topics and texts with more diverse courses and literature, student organizations, and teaching staff that would support our education of white students and students of color about their common humanity and their cultural differences. In "Self Portraits," Baldwin's Notes of a Native Son became more central to the course, and I began to receive personal essays from both white and black students about journies involving sensitive familial and racial issues, essays that suggested a degree of trust that their reader would listen. Teachers from the History and English departments joined to teach a highly successful course about South Africa. The new member of the department introduced courses such as "Gender Issues in African-American Literature" and "Richard Wright" that became magnets for many students--white and black--attracted to his powerful, charismatic presence.

In my "Self Portraits" class, Jewish and African-American students discussed together Baldwin's analysis in "Harlem Ghetto" of black anger at the economic relationship between black renters and Jewish landlords. We discussed together Baldwin's extraordinary essay, "Notes of a Native Son," about coping with the legacy of an embittered, tyrannical, wrathful father--angry at his son's independence only slightly less than his acidic fury at his white oppressors. We shared our responses to Baldwin's searing words about his father's legacy of hatred:

> He had lived and died in an intolerable bitterness of spirit and it frightened me, as we drove him to the graveyard through those unquiet, ruined streets, to see how powerful and overflowing this bitterness could be and to realize that this bitterness now was mine.[122]

Driving to the graveyard with his father's corpse, watching outside the "ruined streets" of broken glass and burned cars--the signs of a riot the week before--, Baldwin reflects upon the hatred and anger that was as surely as part of his blood as the DNA code his father had passed to him at his conception. "I had discovered the weight of white people in the world," he wrote, adding, "I saw that this had been for my ancestors and now would be for me an awful thing to live with and that the bitterness which had helped to kill my father could also kill me."[123] A reader of Baldwin's later essays may note that he never found a complete salve for the bitterness--not in the Baptist religion he preached from the pulpit as a teenager, not in Elijah Mohammed's brand of Islam, and not even in his own words on which he relied to direct his anger outside of himself.

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[122] James Baldwin, Notes of a Native Son (Boston, Massachusetts: Beacon Press, 1955), p. 88.

During my fourth year at Collegiate, the second for my African-American colleague, rumblings began, at first softly--not that the previous year had been all sweetness and harmony. There had been tensions with colleagues in the department over issues seemingly as trivial as whether the radio should play classical or jazz music--or no music at all. There had been those students and teachers who quietly frowned at the direction of the department, or at the fact that this teacher brought a coffee cup to his classroom (against school regulations) and often taught with his feet draped over a chair or table. There had been a few complaints about everything from the quality of his handwriting to the level of his intellect--the former a fair concern, the latter not. Generally, though, the first year had gone well. He was a popular teacher, he had success with students more traditional teachers (like me) had not reached so well, and he was strongly considered for a role as a 9th grade dean, a position given in the end to a teacher who had been at the school for almost two decades.

The rumblings intensified with a couple of phone calls from parents questioning our inclusion of Gloria Naylor's Women of Brewster Place in the 9th grade curriculum. The phone calls led to my meeting with one boy's parents, who explained their objections to the novel's absence of moral message, its alleged failure to measure up to the standard of "great" literature, its inclusion of unsavory characters (particularly a lesbian couple who are the focus of the final chapter), and the presence of an explicit, rather raw rape scene. The fair question: was the novel developmentally appropriate for 9th grade boys? One could legitimately say, "No." I said, "Yes." Among my arguments was a defense that the novel introduced students to the multiple narrative viewpoints that they would confront in reading Faulkner's As I Lay Dying in the tenth grade. That technical defense did not appease the concerned parents.

So I supported the teacher's choice of the text (one I had read myself before endorsing his decision to teach the book) and refused to require the teacher to allow their son to choose another text.

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[123] ibid., pp. 88-89.

The parents appealed to the Head of the Upper School, who read the novel, listened at length to the objections, and supported my stance. The parents appealed to the Headmaster, who listened and supported the Head of the Upper School and me.

Meanwhile, a group of parents had been holding meetings to discuss the question of the department's curriculum and the school's direction towards a multicultural curriculum. To make a long story short, I agreed to speak with the Parents Association about the curriculum, so long as the meeting were held at night so that working parents could attend. Behind the scenes a lot of pressure was mounting, as one might imagine. One parent who encountered me on my way home at the end of a school day warned me pointedly about the depth and breadth of the concerns in the school community about where the department was heading.

The day of the meeting, the school's Director of Development, a friend of mine, asked: "Well, are you ready?" Just before my talk to the Parents Association, the Board of Trustees held its regular meeting. Among the topics of discussion: the meeting that evening of the Parents Association. Tensions were high as parents and some trustees took seats in the school's Alumni Gym, where PA meetings are held. The English Department was seated on the front row, facing me, as I sat at a table next to the head of the Parents Association. The Alumni Gym was packed to the brim. A few teachers attended the meeting (quite unusual)--some out of support, some out of curiosity. More parents of color were in attendance this evening, I would guess, than ever had (or have) come to a Parents Association gathering at Collegiate. There was even a student present.

I began my talk with a few calculated references to the national writing awards our students had just won. I sincerely expressed my great pleasure at having a chance to speak to the Parents Association again, and then turned to the meat of the matter. Reading from the school's mission statement, I emphasized the part of the mission that committed the school to embrace multiple cultures. As I reviewed the process of the department's deliberation about curriculum and texts, I highlighted directions the department had taken and was planning to take. Deliberately omitting any reference to The Women of Brewster Place, I explained as clearly as I knew how my resolve to remain committed to "a balanced curriculum," one where Shakespeare, Austen, and Joyce would be studied, as would Langston Hughes, James Baldwin, and Gloria Naylor.

By one measure, a short-term measure, the meeting could not have been more successful. The discussion afterwards--particularly the dialogue between parents supporting and disputing the direction we had taken--cleared the air and made clear to the school's community that most of its parents supported the direction of the English department. (I have wondered at times whether the discussion had the effect of a soft brake, as perhaps we made sure we did not go too far.) Many parents spoke with me after the meeting and for many days afterwards about how much they appreciated and supported the discussion. The parent who had warned me about a parents' revolt was a silent presence in the back of the packed gym for the entire ninety minutes.

However, there was one member of the department not seated on the front row with the rest of the department. My African-American colleague, by the middle of the year, had had enough. He knew that some parents were unhappy with his choice of texts. He felt the chill winds of distrust and gossip and cafeteria talk from many of his mostly white colleagues. Though pleased with the diversity of that year's junior class, almost 30% of which were students of color, he looked down at the ninth and tenth grade and saw just two or three students of color per class, a proportion that he guessed was more the rule than the exception. He wondered why parents would be upset about a novel with a focus on contemporary issues of race, sexuality, and violence, but would have no problem with a play by Socrates about incest, suicide, self-mutilation, and betrayal. He knew that I had taught (with no protest) a memoir by Maya Angelou in which prostitution, drug abuse, and social deviancy pervaded the book. He knew that I taught Baldwin's essays and stories--some of which excoriate racist whites with a fury barely less strident than that of Malcolm X.

When he visited a private school in Brooklyn with more diversity and learned of an opening for an English teacher, he jumped at the chance to leap from the cauldron. By the time of the meeting with parents in the spring, he was mentally out the door, deeply alienated from the school--alienated from the liberal white teachers in the department who had urged me to hire him over the experienced teacher with the Ivy League Ph.D., alienated from the Director of Multicultural Affairs, estranged from virtually all of his colleagues (one woman in the math department remained a close friend), and angry in the end with me.

The following year all of the teachers in the department were white. The white teacher who had been most responsible for diversifying the curriculum left for the Southwest. During the spring term, for the first time I taught an elective, twelve-week course on the work of James Baldwin, my own way of continuing my former colleague's legacy of teaching the first course (focused on Richard Wright) completely devoted to works by a writer of color.

Beginning with Baldwin's first novel (Go Tell It), we followed the journey of this writer's confessional literature. From this gospel novel about his experience of religious conversion and about his inherited burdens of racism and slavery, we turned to stories like "Rock Pile," about failed communication between a father and son, failure that ends with the father on the verge of kicking his son in the face with all of his force behind the untold blow. We read stories--remarkably explicit for the time in which he wrote them--about his discovery of homoerotic urgings and same-sex romantic friendships. We turned to his essays about expatriation in Notes of a Native Son: "Encounter on the Seine," "A Question of Identity," "Equal in Paris," and "Stranger in the Village." After reading his finest long novel, Giovanni's Room, a novel more about failed communication and psychological violence than about homosexuality, we turned to two of his powerful, late stories--"Sonny's Blues" (about the narrator's response to his brother's drug addiction) and "Going to Meet the Man" (a story told from the viewpoint and in the voice of a Southern white racist who recounts in grotesque detail his participation in the lynching and castration of a young black man).

I cannot say that our discussions during forty-minute periods of such stories went very far. At least the mostly white students had food for later reflection.

It is on Baldwin's essays about expatriation that I wish to dwell, as I ponder why we failed to retain this African-American teacher. (To this day my colleagues, at least those who have spoken to me, generally regard his leaving as "addition by subtraction," as one person said in exactly those words.) We may well fail to support and retain other teachers of color. Despite my Headmaster's strong commitment to diversify the faculty, a commitment whose fulfillment in terms of recruitment has been strong, we may not be succeeding in the equally important process of educating ourselves about the pressures on teachers of color that make them fed up with the environment of a largely white, private school serving mostly white and wealthy families. We may *recruit* teacher of color for a series of two- or three-year stints, but how often will we retain the best of such teachers as our colleagues?

In "Encounter on the Seine," Baldwin writes of his meeting for the first time scores of African students living in Paris. Many of these African students in Paris were planning revolutions to overthrow the colonial powers ruling their country. Although beginning with an assumption of the solidarity he would feel for such Africans, Baldwin comes to the realization that he cannot escape the burden of his American identity:

> They face each other, the Negro and the African, over a gulf of three hundred years--an alienation too vast to be conquered in an evening's good-will, too heavy and too double-edged ever to be trapped in speech...Perhaps it now occurs to him that in this need to establish himself in relation to his past he is most American, that this depthless alienation from oneself and one's people is, in sum, the American experience.[124]

Baldwin's metaphors point to the problem. Speech is a trap and history is a double-edged sword. More than Mahatma Gandhi, Martin Luther King, and Malcolm X, Baldwin relied upon his written words as his gospel, without believing that the gospel of his own written words could avert the double-edged sword of words that he wished he had not said and words that he said but wished had not been misunderstood. As Baldwin himself told Elijah Mohammed once, and as he tells us in The Fire Next Time, "I'm a writer. I like doing things alone."[125]

James Baldwin is a model for the black or white person against black-and-white thinking. He is a model not because he settles for the golden mean of compromise, but because he expresses his rage as furiously as anyone. Fully registering that fury, he sought to face and fight the demons with words. "The root function of language is to control the universe by describing it," as he writes in "Stranger in the Village." Few writers controlled the "universe" with words alone less successfully or more nobly than James Baldwin.

What I seek from his words is a better sense of how to bridge between those colleagues who believe that a classical education must not be diluted with contemporary affairs and those who believe that contemporary affairs must not be excluded by the classics. I wish I had a writer's gift for finding better language for a curriculum of inclusion than "multicultural education" or "embracing diversity." To their credit, the classicists recognize code words quickly enough and bring us back to the issue: why not teach the best that has been thought in the centuries from Socrates to Shakespeare?

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[124] James Baldwin, ibid., pp. 122-123.
[125] James Baldwin, The Fire Next Time, p.70

The best answer I have found comes in a "Talk to Teachers," delivered by James Baldwin on October 16, 1963, a month and a week before I heard in my fourth-grade classroom that John Kennedy had been assassinated. In this address, before the assassinations of the Kennedys and Malcolm X and Martin Luther King, Baldwin begins: "Let's begin by saying that we are living through a very dangerous time. Everyone in this room is in one way or another aware of that. We are in a revolutionary situation, no matter how unpopular that word has become in this country."[126] To a generation of students whose parents survived the assassinations and the riots and the protests and the wars, and whose present lives seem reasonably comfortable, to proclaim a "revolutionary situation" may seem the ravings of a madman. Nonetheless, I would like to go back to my school and share with my colleagues Baldwin's "Talk to Teachers" as a means of continuing my journey towards dialogue.

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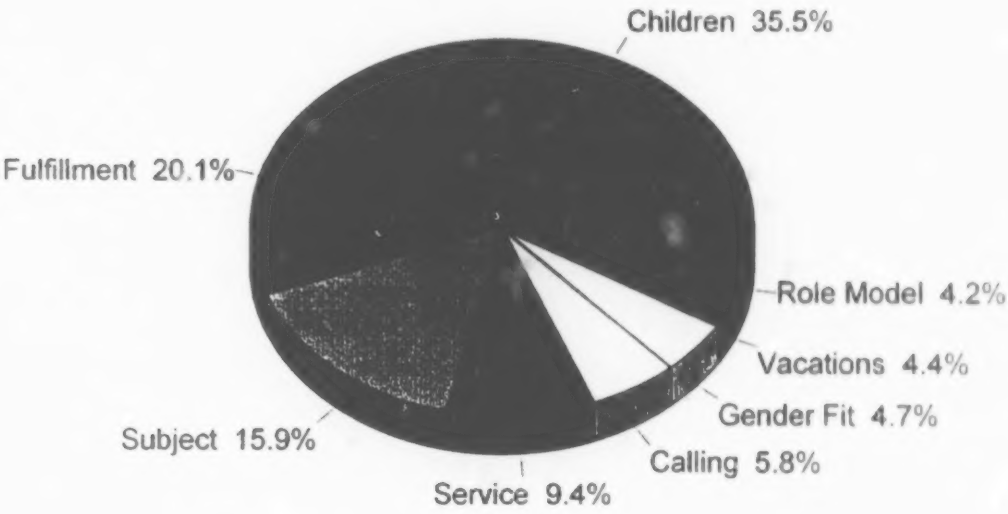
[126] James Baldwin, "A Talk to Teachers," in The Price of the Ticket: Collected Nonfiction, 1948-1985 (New York, New York: St. Martin's Press, 1985), p. 325.

Chapter Six

The Compensation and Development of Teachers

To the question, "What attracted you to teaching, as opposed to a career in another profession," a teacher from school B responded: "My strengths in and interest in working with adolescents...believing I could make a difference in their academic and personal growth...wanting to learn more about myself." This teacher's response illustrates the two most frequently cited reasons for entering the teaching profession: a desire to work with children and a perception that education is a profession that can help one grow and learn about oneself. Along with an often expressed love of subject, working with children and personal growth were the reasons most often stated by teachers in all of the schools that participated in this survey. No matter where the school's location, what its type, how large its faculty, whether single-sex or coeducational, a day school or boarding, near the top or in the bottom half of schools in compensation levels, the single most constant set of responses to any question in the survey was that from teachers explaining why they became teachers.

Figure Nine: What Attracts Teachers to Teaching



Source: Private School Survey

Most frequently mentioned, by a large margin, is the love of working with children and adolescents. That fact suggests that independent schools have successfully attracted and screened from pools of applicants individuals whose principal motivation is working with people, not earning money. Indeed, not infrequent were responses comparing the noble world of academia with the world of business. "I enjoy the academic world and its values," wrote a teacher from school G, adding: "as compared to the business world in which I've also worked." An art teacher from school I offered a similar comment: "I don't like the business world, which would have been an alternative." Turning confessional about his own experiences in business, another teacher suggested that a choice of teaching was a path to avoid being sullied: "I found business to be morally reprehensible, much like myself, and wanted to turn over a new leaf." In some cases, the choice of education is in part a conscious rejection of the corporate lifestyle observed in a parent, as this teacher from school C suggests:

> My father had been a securities lawyer, and after witnessing his travails and costly successes in the business world, I was [in] no way attracted to that life. I actually did not think a great deal about alternatives to teaching.

Put more positively than as a flight from the temple of Mammon, many, many teachers wrote eloquently about their positive experiences in education. These teachers attested to the delight of watching their students grow, of nourishing their own growth as adult teachers, of imparting knowledge about subjects deeply loved by the teacher, and of serving in however small a way to improve the lot of humans on the fragile planet. "I feel contented and happy when I teach; I enjoy being with children," was one refrain heard again and again in the responses to the questionnaire. "The excitement and joy of learning, of discovery" was a motif in teachers' responses. Another was a joy in sharing in the crucial moments of their students' lives: "Ongoing engagement with intellectually exciting material and with young people in the cusp of their adulthood." A strong sense of a shared community of learners committed to noble values was yet another common explanation given for why teachers become teachers: "Desire for lifelong learning; love of literature; desire to work with good people with noble values."

Indeed, the four most common responses--love of working with children, personal growth, love of one's subject, and dedication to service--are intertwined and separated only by rather artificial means. "I learn, they learn, we grow," as one teacher, in effect, conjugated the verb, "to teach." Another's conjugation was: "To serve others, to touch lives, to make a difference." There are, perhaps, only so many ways to explain why one loves to work with children, but a few superlative responses stand out from the hundreds received from teachers throughout the world. Often these statements conveyed a sense of teaching as a calling, quite divorced from a sense of work as a job to make money:

> I love kids and reading and writing. I've always loved school. Where else do you get paid to do what you love?
>
> I teach to do something productive in the world, not having a career solely to make money but to be fulfilled.
>
> I want to make a difference in [the] formative years, and I want to learn something or gain a [new] perspective every day. I don't think that business offers those opportunities.
>
> I think the classroom is the most exciting place in the world.

Such responses to the lure of teaching become perhaps even more impassioned when teachers wrote about their sense of debt to a parent or teacher, who modeled for them the life of great teachers, who gave them a sense of obligation to pay back a debt to a great teacher from one's past. "Having a number of exceptional teachers myself" was one respondent's explanation; another's was: "Several of my teachers (in grade school and later in high school) influenced my decision to teach." "I had great teachers in high school and college," recalled another, and one of his colleagues cited a "favorite teacher in high school" as a crucial factor in her decision to devote her life to teaching. Some made an explicit connection between their past childhood and their present sense of commitment: "The opportunity to make an impression on the lives of young people and also to be a role model like the many who impressed me." Mothers, fathers, and grandmothers who were teachers were remembered in several of the responses to the question: "Why did you choose teaching?" Many whose statements I read seemed born and raised for a life in the classroom.

Still others came to teaching as a means of expressing and sharing a love for a subject--for books or art or history or languages.

> My passion for clay as a vehicle to learn and express oneself--wanting to share that passion with others, watching growth take place in students is exciting to me.
>
> Books, literature, history, and the appeal of earning a living by reading and talking to students about the same.
>
> My passion for biology, passing it on, sharing it.

And others found inspiration less in their love for a particular subject than in a desire for a life of service:

> Believe it or not--I wanted a career in an area where I thought I could do something worthwhile for people.
>
> Effect a change on the world via youth.
>
> In teaching the essential task is to nurture and to help young people. This is a joyous activity.

Such powerful testimonials to the call of teaching transcend discussions of money, of salary systems, and of monetary incentives to teach well or better. Ideally, teachers would exist in a world ruled by a paradisal economics, where the more who divide the salary pool, the more each shares. Such an economics is, of course, not that of our limited, finite world of money, but one where the medium of exchange is not material, not worldly, not financial--but rather, a matter of love. As Vergil explains to his student, the pilgrim Dante, when the pilgrim asks the master to explain how spoils divided by more can leave more for each person, in the poet's heaven the love you take is more than equal to the love you make:

> Ma se l'amor de la spera suprema
>   torcesse in suso il disiderio vostro,
>   non vi sarebbe al petto quella tema;
>
> ché, per quanti si dice piú li "nostro,"
>   tanto possiede piú di ben ciascuno,
>   e piú di caritade arde in quel chiostro.[127]
>
> But if the love of the supreme sphere were to twist your desires upwards, you would not have this fear; so that, the more than one says "ours" the more each possesses of the good, and the more love burns in each cloister.

However, as readers of Dante's Paradiso who enjoy lives as teachers can attest, in concert with schools' Heads and Directors of Finance, education is not exclusively peopled by saints and angels, nor are teachers who sound like angels when recalling what brought them to the profession in the first place immune from sounding like Wall Street lawyers when questions about fairness of compensation are raised. Hence, a discussion of what the questionnaires suggest about the compensation, recruitment, and retention of teachers seems unavoidable, though less pleasant than sharing the best of testimonials from inspired and inspiring teachers.

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[127] Dante Alighieri, Purgatorio, ed. Natalino Sapegno (Firenze: La Nuova Italia, 1985), Canto XV, 52-56.

Let me begin with some of the most general findings from the data accumulated by the 652 questionnaires that I have received. Among these general findings are eight conclusions that bear consideration:

- The structure of a compensation system has less impact on the satisfaction of teachers than does their school's salary in comparison with competitors'. That is, how one's salary is determined seems of far less importance to teachers than how well that salary compares with what teachers at competing schools are making.[128]
- A school's board of trustees and Head should design a compensation system that complements the mission and philosophy of the school.
- Teachers should be included on a committee formed to design or redesign such systems. Implementation of any significant changes will not be easy and will take several years.
- Salary scales with "bands" enabling heads to employ some discretion in rewarding performance seem less successful than might have been expected. The *only* school whose teachers perceive that compensation is connected to excellence in teaching operates under a free market system without any set scale.
- Schools that are not clear about their compensation policies will leave many teachers confused and will convince some teachers that the school is biased against women in its salary practices.
- Strict salary scales, the most common type of system employed in the schools surveyed, have advantages of predictibility, perceived fairness, administrative efficiency, and compatibility with teamwork.

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[128] The faculties at thirteen of the twenty schools given the final version of my questionnaire ranked their satisfaction with their compensation ninth out of nine variables. At three other schools teachers' satisfaction with compensation was ranked eighth. My strong impression is that the four schools whose faculties ranked their satisfaction with compensation higher (M, N, U, and P) offer salaries and benefits at or near the top of their competitive market. (See appendix 22.) I do not mean to imply that schools should seek faculties that are more satisfied with compensation than, for instance, with their collegial relationships, their commitment to the school's philosophy, their influence upon curriculum, or their relationships with their students. (See footnote 129.) Nor do I suggest that schools seek contented faculties by means of low salaries.

- Strict salary scales with faculty tenure compound the disadvantages of strict scales; tenure was seen as a problem even by teachers who would seem to gain the most from such a system.
- There are strong arguments between proponents and critics of "merit pay systems." Successful merit systems appear to be rare and require a substantial commitment, particularly in terms of an effective appraisal program.
- A strong program of faculty development can forge a strong connection between compensation and performance.

Let us begin our consideration of these conclusions by examining, first, the apparent lack of a correlation between teacher satisfaction with compensation and a particular salary structure. Please turn to Figure Ten printed on the next page.

Figure Ten: Compensation Structure and Teacher Satisfaction

Derived from data presented in appendix 22, the following chart records the level of teachers' satisfaction with their compensation. (The teachers at school Q were not given this question.)

School (Coded by Letter)	Satisfaction Level (highest=5.0)	Type of Compensation Structure
M	4.4	Strict salary scale
D	4.1	Scale with room for head's discretion
C	4.0	No salary scale
N	4.0	Strict salary scale
U	4.0	Salary scale with head's discretion or merit pay
J	3.9	No salary scale or salary scale w/ head's discretion
T	3.9	Salary scale with head's discretion or strict scale
P	3.8	Strict salary scale
E	3.7	Strict salary scale
L	3.6	Strict salary scale
G	3.4	Strict salary scale
O	3.3	Salary scale with room for head's discretion
S	3.3	Strict salary scale
R	3.2	Strict salary scale
I	3.1	Salary scale with room for head's discretion
B	3.1	Strict salary scale
F	3.0	Salary scale with room for head's discretion
A	3.0	Salary scale with room for head's discretion
K	2.8	No salary scale
H	2.7	Strict salary scale

Of these schools, most faculties rank their dissatisfaction with compensation as the most troubling of all aspects of their lives as teachers, the most likely source of tension that might cause them to leave their school.[129] Even the faculty at school C, perhaps the highest-paying independent school in its region of the country, is less satisfied with its compensation package than with any other aspect of school life--except "influence on school curriculum" (see Appendix Three). Thus, only those exceptional schools able to afford the most competitive salaries are likely to be populated by teachers who realize that they are making about as much money as can be had in a profession to which they dedicated themselves for reasons other than making money. Rather than expect a faculty to be completely happy with their compensation, most school heads and Directors of Finance, I suspect, would be delighted to have a faculty who respects the fairness and efficacy of the system.

So what guidance can the results from this study offer such school leaders as they strive to find the best way to allocate their resources reserved for faculty salaries? If one goal of a salary system is to attract and retain the teachers a school wishes to keep, then it would seem at first blush almost irrelevant which system one chooses. Schools M, C, N, P, and U--whose faculties are the most satisfied--operate under three completely different systems: three with a strict salary scale, one with no salary scale at all, and one with a faculty unsure whether it has a scale with room for the headmaster's discretion to reward excellent performance or a scale with merit pay (arguably, two sides of the same coin). Schools F, A, K, and H--whose faculties are the least satisfied--operate under the exact same array of systems. Geographical location and school type do not explain the pattern that there is no pattern. Among the schools at the top of this chart are an Eastern boarding school, an international school, a school in the Southwest, and a northeastern day school. *Assuming that these data are representative, there seems to be little or no discernible correlation between the type of salary system and the level of teachers' satisfaction with the system.*

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[129] Coincidentally or not, the faculties at M, N, and U, though relatively happy about their compensation (see Figure Ten), were among the least contented in their human relationships of those faculties who participated in this study. At school M, for example, the faculty ranked its relationship with each other, with its leaders, and with the school's mission and philosophy as the least satisfying of those factors affecting whether the teachers will remain at the school. The story is almost identical at schools N and U.

The School's Mission and Compensation

When the "Benefits and Compensation Committee" at school S presented its recommendations to the school's Board a couple of years ago, the first statement in the document was: "The compensation plan will reflect the values stated in the School Philosophy." In its list of goals in designing the proposed system, the first mentioned was: "Create a philosophical framework for making compensation decisions consistent with the school philosophy and mission." The second was: "Identify the fundamental objectives of the entire compensation program." The third was: "Clarify to the school community the basic foundation for compensation decision-making." The fourth: "Expect that future compensation decisions will be based upon the mission of the school."[130] Clearly, the leaders at school S were determined, in constructing a new set of policies concerning salary and benefits, to align the proposed policies with the school's unifying mission. One of its teachers commented: "No one goes into teaching for the compensation. Having said that, it is the moral imperative of each school to present the best compensation system possible. The new system is on the right track."

While the faculty's overall satisfaction rating with regard to compensation (3.3) is right in the middle of the pack (see Figure Ten), its school adopted a sensible process of connecting its compensation system to the school's mission. As Peter Senge argues, "One of the deepest desires underlying shared vision is the desire to be connected, to a larger purpose and one another."[131] While Senge's concept of "shared vision" is anything but blind loyalty to a mission statement set in stone, his sense of dynamic, learning organizations is founded in part on a conviction that "Great organizations have a larger sense of purpose that transcends providing for the needs of shareholders and employees. They seek to contribute to the world in some unique way, to add a distinctive source of value."[132] In his triad of vision, mission, and core values, the vision of a school is its sense of what it wants to do in the future, its mission explains why the vision has meaning for the school, and the core values "describe how the company wants life to be on a day-to-day basis, while pursuing the vision."[133] Connecting the core values that undergird a compensation system to the mission that drives a school would seem to be a necessary, if not sufficient, condition for its acceptance and effectiveness. Commendable in school S's consideration of a system of salary and benefits is that its goals included connecting the system upward to the mission and communicating that connection clearly to the school's faculty. How effectively that process of communication unfolds, Senge suggests, depends upon the difficult "ongoing and never ending" process of connecting their sense of the school's "shared vision" with the various "personal visions" of individual teachers.[134]

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[130] Benefits and Compensation Committee, School S, "Compensation Recommendations," June 1993. I am grateful to the school's Associate Headmaster for sharing this document with me.

[131] Peter Senge, The Fifth Dimension: the Art and Practice of the Learning Organization (New York: Currency Doubleday, 1990, p. 230.

[132] ibid., pp. 223-224.

[133] ibid., pp. 223-224.

Involving Teachers in Designing Compensation Systems

Even those experts and consultants who debate fiercely about what type of system works best to enhance the performance of employees generally agree that systems should be designed with the participation of those whom they will affect: the workers. John A. Haslinger and Donna Sheerin, consultants about compensation and benefits, argue forcefully for such participation: "By effectively gathering employee input, companies can help ensure that their benefits and compensation programs are the most appropriate and effective for their particular workforce." They cited companies such as Avon and Volvo that have used focus groups of employees to inform management before adopting significant changes in benefits or compensation systems.[135] Likewise, among their nine recommendations for designing successful compensation programs, consultants Paul Britton and Christian Ellis include as "Strategy #4" the important step of consulting with employees. They point out that "even the most brilliant compensation plan is likely to fail if employees aren't involved in designing it."[136]

Similarly, Steven Gross and Jeffrey Bacher, the former a consultant, the latter a corporate director of compensation, discuss the success of firms like Nucor Steel in employing incentive pay in a traditional input/output industry, as well as the success of firms like Sutter Health in a service industry where relating pay to performance is often viewed as more difficult. Key factors in the success of variable pay cited by the authors are: unyielding management support, strong employee acceptance, effective design tying compensation to a strong appraisal system, and effective implementation--including periodic review of the plan's successes and failures. The authors sagely caution: "For the amount of effort that goes into plan design, at least three times that amount should be devoted to making the design a reality. Employee education, communication, and training are critical to the likelihood of success."[137]

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[134] ibid., pp. 212-218.

[135] John A. Haslinger and Donna Sheerin, "Employee Input: The Key to Successful Benefits Programs," Compensation and Benefits Review (May-June 1994), p. 61.

[136] Paul B. Britton and Christian M. Ellis, "Designing and Implementing Reward Programs: Finding a Better Way," Compensation and Benefits Review (July-August 1994), p. 42.

Finally, Edward Lawler argues that a "participative design process" in which a task force including employees designs the pay system is more likely to be successful than a plan designed by an outside consultant or by internal executives. He reasons that: "No one right process for developing a plan exists, but unless the development practices lead employees to believe in the plan, the plan has little chance of success."[138] He concludes that institutions are well-advised to listen to their employees in fashioning compensation systems: "Fortunately, individuals in most organizations often have a good sense of what the right mix of rewards is, and, thus, if a participative design process is used, they can contribute substantially to designing a reward system that has the right mix of individual, team, and organizational rewards."[139]

Several years ago school T operated without a salary scale. Salaries were a matter of individual conversation or negotation with the school's head. When the school's new head decided to help move the school towards a scaled system, the Board of Trustees conveyed its willingness to consider such a step, only if some level of discretion was maintained in order to allow the head to pay teachers, in part, according to performance. The head then formed a faculty committee to put together a proposal for a salary scale. A committee of seven members, with two members each from the three divisions of the school in addition to a faculty chair from one division, was formed. The committee met, designed a faculty questionnaire whose results it studied, and solicited information from other schools in its region (including work conditions, work schedules, and teacher responsibilities). The committee also examined relevant data from the regional accrediting agency and from the National Association of Independent Schools. During a two-year period, the committee formulated a set of proposals and presented those to the Business Manager and the Head of School, who made several suggestions for improvements that did not substantially alter the original proposal. The faculty chair of the committee then presented the proposals to the Executive Committee of the Board and answered their questions and reservations.[140]

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[137] Steven E. Gross and Jeffrey P. Bacher, "The New Variable Pay Programs: How Some Succeed, Why Some Don't," Compensation and Benefits Review (January-February 1993), p. 56.

[138] Edward Lawler, "Reward Performance," The Ultimate Advantage: Creating the High Involvement Organization (San Francisco: Jossey Bass, 1992), p. 181.

[139] ibid., p. 201.

The Executive Committee approved the proposal. The faculty chair then made a presentation to the entire Board of Trustees, which also approved the plan, to be implemented over a two-year period. As the faculty chair of the committee summarizes the major consequences of this process, he notes:

> The faculty was really pleased that they were consulted with this process. The scale was largely devised by one of the committee members, who happened to be a mathematics teacher. The consultation with the Business Manager was crucial to the success of the plan. The committee members all contributed to its design. We wanted to have a scale that would bring everyone up to the same level in terms of experience and gender. Also there were discrepancies among divisions, with the Lower School teachers paid less. Because the faculty members of the committee wanted the plan to be accepted, they were willing to accept the idea of some discretionary fund of money reserved for merit pay or pay for performance, even though most on the committee were not wholly in support of that concept.
>
> People at my school were happy with the change. Some Lower School teachers in particular thanked the committee for its work. There was a change in the Upper School that increased the number of classes we were expected to teach, although the teachers who had been hired prior to the scale were "grandfathered" into their traditional four-class load.
>
> I think the adoption of the scale did diminish concerns among faculty members about perceived inequities in the salary system. I also think the adoption of the faculty-proposed system increased the attractiveness of the school for hiring. It makes the school more attractive in terms of recruiting teachers when there is a scale that is relatively competitive.

An examination of the responses to the questionnaire from school T's teachers confirms the committee chair's sanguine reflection on the process of changing the compensation structure at his school through a concerted involvement of the faculty. As argued above, the type of compensation system matters far less to teachers than the competitive level of compensation. Moreover, compensation, whatever the type and process, is ranked as least satisfying at most schools, including school T, of those nine variables at a school affecting teachers' satisfaction. Nonetheless, the responses from the faculty at this school to the questionnaire suggest several conclusions:

- The inclusion of faculty in the process of change is consistent with this faculty's overall sense of respect and support received by its administration. As one teacher volunteered at the end of the questionnaire, "This is an extremely encouraging and supportive environment in which both students and administration respond positively to teacher effort and commitment--flexible and open response is characteristic." That a faculty committee proposed significant changes in the compensation system, in and of itself, does not explain the level of teachers' satisfaction at school T. (Note in Appendix 20 and 23 the relatively high level of satisfaction in this faculty's relationship with colleagues, reputation of the school, the school's philosophy and mission, the faculty's influence on curriculum, and the the level of benefits and compensation.) The process of changing the salary structure did not in itself create such a relatively high level of morale, but drastic changes mandated from the top down would have carried the large risk of vitiating a healthy climate at school T.

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[140] The narrative of this process is based on the report of the committee's faculty chairman, whom I interviewed by phone on April 10, 1995.

- The process evolved successfully because the faculty committee consulted with and took note of the views both of the school's administration and of the Board. Had the committee not been willing to accept the initial, broad parameters on policy appropriately stated by the Board of Trustees (preserve a degree of discretion) and the Head (establish some type of scale), then the committee's work in designing a means of implementing the Board's policy might have been in vain.[141]
- The establishment of a scale almost certainly contributed to the perception by a preponderance of the teachers at school T that gender now makes no difference in compensation levels. Virtually three-fourths of the faculty at this school did not perceive a gender bias in salary, but many respondents wrote that such a bias had existed in the past. (See Appendix 20.)
- The inclusion of a reserve of funds for the head to award "merit" increases above the base level of salary raises necessitates a comprehensive and fair system of appraisal. Recognizing the nexus between discretionary increases tied to performance and an effective teacher evaluation system, the head of school T has just established a new process. Whether that system is effective in practice probably will have an impact on how well the Head is able to reward excellent teaching more than mediocre performance. At present, half of the respondents at school T are unsure or equivocal in

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[141] Regarding the proper role of Boards in setting broad policy directions for non-profit organizations, see Richard P. Chait and Barbara E. Taylor, "Charting the Territory of Nonprofit Boards," Harvard Business Review (Janaury-February 1989), pp. 44-54; Pearl Rock Kane, "Meeting the Challenge of Trusteeship: A Primer for Trustees of Connecticut Independent Schools," 1993; and Charles A. Nelson, "Distinguishing between Policy and Administration" (Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1989).

response to the question: "Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers?" The rest of these teachers were evenly divided between those who affirm the effectiveness of the system and those who feel negatively. A typical comment from the equivocal group is: "We have not had a system but are developing one. I have been formally evaluated only once." A typical, laconic comment from the "no" group is: "No. Not enough visits by administrators." Such comments illustrate how *a compensation system that in any significant way ties pay to performance probably will work only as well as the system of faculty appraisal and evaluation.*

- Continuing confusion about the salary structure at school T illustrates how, even though broadly consulted during a process of change, teachers are likely to remain uncertain, if not openly confused, about what their new system entails. The faculty at school T, a couple of years after the adoption and implementation of a new system, remains almost evenly split between those teachers who believe they are paid according to a scale with room for their head's discretion to reward excellence and those who believe they are paid according to a strict scale based solely upon years of experience. Communication between the school's leadership and its faculty needs to be continuous and clear during such shifts; even then, a faculty still may be unsure about the system by which its salaries are determined.

Despite such uncertainty, the careful process of change at school T illustrates the wisdom of its Head in entrusting responsibility for change in the faculty, its Board of Trustees in setting clear policy objectives and boundaries, and its teachers in agreeing to reconsider their work load along with their system and level of compensation. Such success took wisdom, patience, good will, and time--all of which seem necessary for any school contemplating such major structural changes in a salary system.

Compensation Systems and Effective Teaching

Schools thinking of redesigning their compensation systems have basically three different types of systems in place at the independent schools that I surveyed: a strict scale, a scale with room for head's discretion to reward outstanding performance, and no scale. Although some schools' faculties (such as those at schools A and H) mentioned efforts underway to introduce a merit pay system, no school in this study had actually implemented such a system. Those salary structures most often in place are illustrated below.

Figure Eleven: Salary Scale at School P

STEP	**BA**	**MA (+$300)**	**PhD (+$600)**
First Year Assistant	20,000		
Second Year Assistant	22,000		
1	29,700	30,000	30,300
2	30,700	31,000	31,300
3	32,000	32,300	32,600
4	33,000	33,300	33,600
5	34,100	34,400	34,700
6	35,300	35,600	35,900
7	36,600	36,900	37,200
8	38,200	38,500	38,800
9	39,800	40,100	40,400
10	41,400	41,700	42,000
11	42,600	42,900	43,200
12	44,100	44,400	44,700
13	45,400	45,700	46,000
14	46,500	46,800	47,100
15	48,000	48,300	48,600
16	49,300	49,600	49,900
17	50,400	50,700	51,000
18	51,900	52,200	52,500
19	53,100	53,400	53,700
20	54,300	54,600	54,900
21	55,500	55,800	56,100
22	56,600	56,900	57,200
23	58,100	58,400	58,700
24	59,400	59,700	60,000
25	60,800	61,100	61,400

Housing Allowance		**Department Chair**
Through the 7th year	2,000	5,000
8th through 12th year	2,500	
13th through 16th year	3,000	
After 16th year	3,500	

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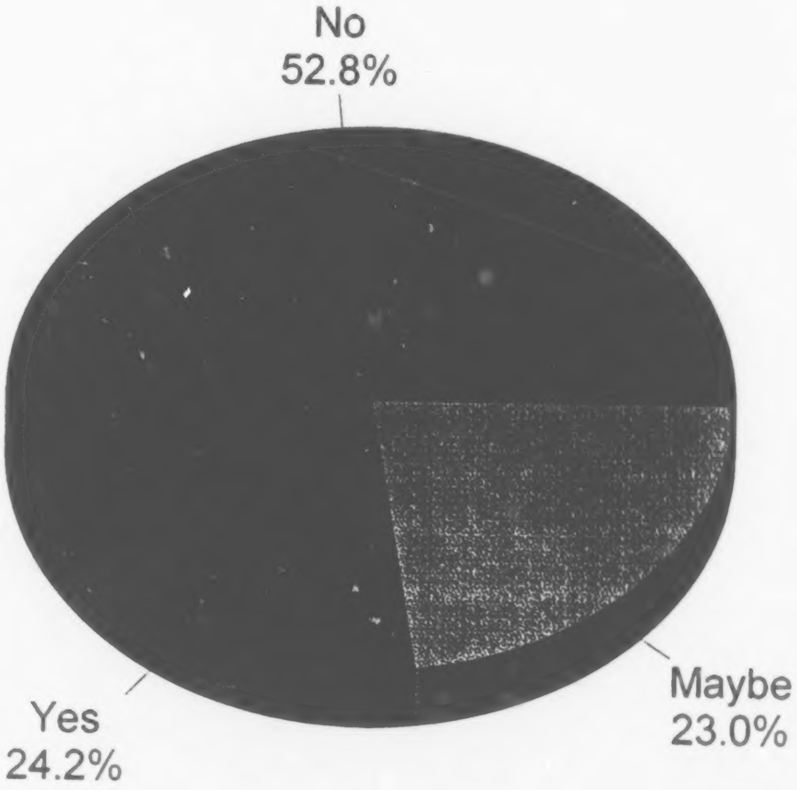
The faculties at most schools that I surveyed did not believe that their school's compensation system was structured to encourage excellence in teaching. The pie chart in Figure Twelve and the table of data presented in Figure Thirteen illustrate this point.

Figure Twelve: Does Your Compensation System Encourage Excellence?



Source: Private School Survey, 1995

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Figure Thirteen: Compensation and Excellence in Teaching

"Do you think that the compensation system at your school is structured to reward excellence in teaching?"

I highlight in bold type those schools whose faculties overwhelmingly responded "no" to the question–that is, at least two thirds of these faculties did not believe that their compensation system operated in a way that rewarded excellent teachers more than the mediocre or poor ones.

Schools with a Majority Answering "Yes"	Type of System
School C	No salary scale
Schools with a Divided or "Maybe" Response	
School D	Salary scale with room for discretion
School G	Strict salary scale
School J	No scale or scale with room for discretion
School L	Strict salary scale
School S	Strict salary scale
School T	Salary scale with room for discretion or strict scale
School U	Salary scale with room for discretion
Schools with a Majority Answering "No"	
School A	**Salary scale with room for discretion**
School B	Strict salary scale
School E	Strict salary scale
School F	**Salary scale with room for discretion**
School H	**Strict salary scale**
School I	**Salary scale with room for discretion**
School K	**No salary scale or salary scale with room for head's discretion**[a]
School M	Strict salary scale
School N	**Strict salary scale**
School O	Salary scale with room for discretion
School P	Strict salary scale
School Q	**Strict salary scale**
School R	**Strict salary scale**

If one glances even briefly at the right column, one comes to a surprising conclusion: whether a system is constructed according to a "strict scale" that leaves the head of school no discretion or is designed to afford a head some leeway in rewarding perceived excellence more than perceived mediocrity, most teachers do not believe that the school actually ties compensation to the quality of teaching. Faculties responding "no" to the question were almost as likely to teach in systems where the teachers understood that the head of school had the power to calibrate pay according to performance, as they were to teach in schools with strict scales. There are at least three possible explanations: either heads operate such systems as if they were still constrained to strict scales, or the faculty does not think that the head uses discretion effectively to reward the right people, or the faculty is ill-informed about what the head is doing when deciding next years' faculty salaries. Whichever explanation, or combination of factors, is most accurate, the clear implication is: *only a completely free market system with no scale seems likely to be perceived as paying according to one's performance, or one's value in the marketplace.*

Particularly unexpected was one finding of this study: that systems that provide a scale, yet leave some room for a headmaster's discretionary calibration of salary by performance, are not perceived as structured to encourage excellence in teaching. My expectation was that a "band" system, as is employed by schools O and T, might be a worthy compromise between a strict scale and no scale. For instance, school O employs a system divided into four salary ranges: apprentice, career, master, and senior. Within each range are a number of steps, such as one finds in strict salary scales. However, the school's leadership also makes clear that "Movement through a particular range may be accelerated based on special merit, additional education, and exceptional contribution to the school." Moreover, to move from one range to the next, such as from "career" to "master," each teacher must undergo "a comprehensive review of the teacher's performance."[142] Despite such an emphasis on a linkage between a teacher's effectiveness and compensation, less than half of the respondents from school O believe that their system provides such a connection. (See Appendix 15.) Why do teachers within such systems not perceive them as more effective? Part of the problem may be that the ranges of salary increase between those deemed outstanding and those deemed mediocre is too small to be noticeable. For example, the ranges at school O vary from $1,500 in the "apprentice range" to $6,100 in the eight steps of the "master range."[143] A teacher from school O commented: "[There is] very little progress over a career; the range is small from starting salary to top." Likewise, the head's discretion to reward excellence in the classroom to a small percentage of the faculty offered a teacher from school I little consolation: "We seem to be locked into a scale without a merit system."

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[142] School O, "Faculty Salary Ranges and Steps, 1995-1996."

As was discussed above, the faculty at school T recently participated in the conversion from a salary system without a scale to a scaled system with considerable room for the head's discretion. Indeed, the Board of Trustees at school T made clear that such room was essential, if it was to consider a scaled system. Nonetheless, perhaps because school T is in the first years of implementing the new system, more than two thirds of the respondents either indicated that they were unsure whether their system encouraged excellence in teaching or responded "no" to the question. One teacher from the school wrote: "We have a scale and there is very little room for compensating teachers that go beyond the call of duty." Another recognized that the new system "tries" to connect pay to performance, adding: "However, there are always people who have been around forever and take the easy approach to teaching. The salary scale works to their advantage even without the additional money added by the head." A third teacher at school T argued: "...[my school] hires great teachers to begin with. There's no need for merit pay--competition would hurt morale." Among the teachers who indicated that their school does connect compensation to excellence in teacher, one commented: "The head can reward or penalize teachers for their performance when she determines their salary for the next school year so most teachers attempt to perform to their fullest capabilities." At best, one might say that most of this teacher's colleagues remain to be convinced that their school's "band" system actually functions to connect compensation to excellence in teaching. What *actually* happens--as opposed to what teachers *believe* happens--is another question. However, the data presented in Appendices Fifteen and Twenty at least raise doubts as to whether a "band" system, unless carefully administered, will not usually become, in effect, a strict scale. A school's Board of Trustees and Head, if committed to a "band" system, should consider what they might do to implement it so that the faculty understands and is motivated by its incentives.

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[143] ibid.

The trustees and head at my hypothetical school who are exploring ways of connecting compensation and performance should consider that deep skepticism from the faculty will be difficult to assuage, *unless the mission and culture of the school embrace pay for performance and unless an effective appraisal system is at the heart of such a culture*. The only school whose faculty believes that its salaries are tied to excellence in teaching is school C, an institution whose teachers also are among the most positive about their compensation in general (Figures Ten and Thirteen above). This school's Director of Finance and Operations explained why he felt that the school had been successful in operating a system without a scale's tying the hands of the school's head: "Our market system has been a part of the culture of the school for a long time, as the school had been led by its board and its headmasters. Many years ago the school developed a set of criteria for how to reward excellence in teaching when it comes to salary. Our excellence-in-teaching program still works. We have escaped problems because we have a clear, strong evaluation system, and the faculty expects evaluation to happen and to be fair." The importance of connecting any pay-for-performance system to a strong system of appraisal will be discussed below. Worth emphasizing at this point is that a school whose leadership contemplates a shift from a strict salary scale in order to compensate teachers in part according to their performance will need to count upon the strong and patient guidance from the Board of Trustees and Head of School.[144]

Salary Systems and Gender Bias

In a recent, carefully designed study, Richard R. Verdugo and Jeffrey M. Schneider have concluded that, when all other alternative causalities are filtered out as one compares the salaries earned by male and female teachers, there is a significant difference that can be explained only by gender. After examining data from the 1987 Schools and Staffing Survey, the authors concluded that "the cost of being a female teacher is estimated to be approximately 5% of their annual average contract salaries."[145] Although one could argue that that percentage does not hold true in independent schools a decade later than the survey was conducted, there remains at many schools considerable uncertainty about whether gender bias exists. At some schools there remains a suspicion among faculty that gender bias with respect to pay may be a blight on their institution.

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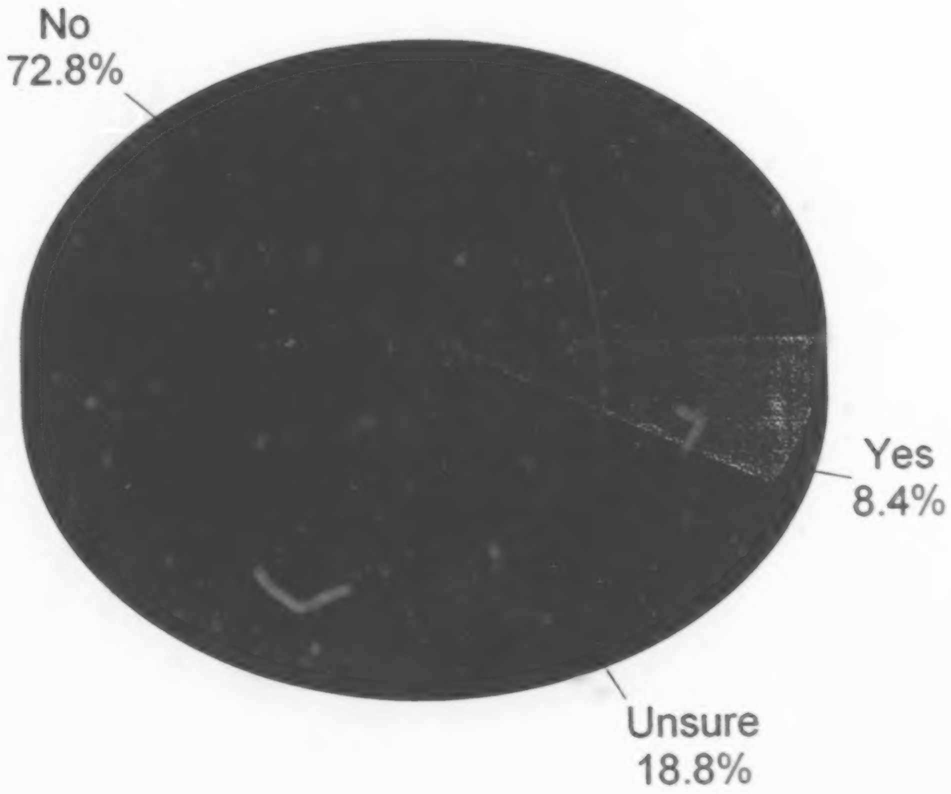
[144] In light of the very high rating given by the faculty of school C to its satisfaction with compensation, as well as its unique position as the only faculty in this study who felt that compensation and excellence-in-teaching are interconnected by way of a working appraisal system, readers may well wonder why I selected school I, rather than school C, as the subject of the case study chapters. Were I to continue and expand this project, case studies involving school C would make certainly make sense.

[145] Richard R. Verdugo and Jeffrey M. Schneider, "Gender Inequality in Female-dominated Occupation: The Earnings of Male and Female Teachers," The Economics of Education Review (Vol. 13, no. 3, 1994), p. 251.

In contrast, there is a strong sense at most schools with strictly defined salary scales that gender bias no longer exists. At all the schools surveyed, the preponderance of whose faculty described the compensation system as a strict scale based solely upon years of experience, the overwhelming majority of teachers responded "no" when asked whether they felt that gender made any difference in the amount one was paid.

Figure Fourteen: Does Gender Affect Compensation at Your School?



Source: Private School Survey, 1995

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This chart illustrates that the preponderance of teachers surveyed do not believe that there is a gender bias affecting compensation at their schools. However, at those schools where the salary scale clearly leaves the head of school with room to tie pay to performance, the faculties were far less certain. Take the case of school F, for example, a school whose relatively new head is a woman. The vast majority of this school's faculty understands their compensation system as "salary scale with room for head's discretion to reward performance." Of the fifty teachers from this school who responded to the questionnaire, twenty-eight do not believe that the system actually works in connecting compensation and excellent teaching. However, of the fifty respondents thirty-seven either believe that compensation is based partly on gender or aren't sure. Representative of these teachers' comments are the following:

> I hope this [issue of gender equity] is being addressed, but because the system is old, it was designed with the theory that women don't bring home the supporting salary to a family. Big error!
>
> It [gender] always makes a difference because after school teachers are able to coach and do after school activities that mothers have a hard time accommodating.
>
> Being married to another faculty member always seemed to be a negative in salary negotiations.
>
> [We have been] too long under a 'good old boy' administration.

Likewise, at the schools where there is no salary scale at all, teachers harbor doubts or suspicions about their school's equity with respect to pay and gender. At school C, for example, thirty-three of the forty-eight respondents were either unsure or felt that gender made a difference in how much one is paid. At school J, almost two thirds of the respondents were either unsure or responded "yes" to the question about gender. A typical comment was the following from a teacher at school C: "I don't really know what other teachers make; however, I suspect coaching is an issue, and as a female...I don't coach." Several teachers at school J commented that their school had improved in this regard and that gender inequity seemed far less severe than in the past. Nonetheless, one consideration that schools should consider in deciding whether or not to adopt a system built around a strict scale is that the more discretion a head is given to calibrate pay to performance, the more suspicious, rightly or wrongly, a faculty may be about the school's commitment to gender equity in compensation.

according to a strict scale involves the perception of gender bias among teachers in schools that operate in a more secretive atmosphere--where salary is strictly a matter for discussion between a teacher and the school's headmaster.

Strict Scales with Faculty Tenure

On the other hand, the responses from the faculty at school R illustrate the constraints upon an institution governed by a strict salary scale, with no room for incentive rewards, particularly when it is combined with a formal or informal system of tenure that protects the jobs of experienced teachers, and when the scale operates alongside an (at best) marginal system for appraisal and evaluation. Despite a system of tenure and the presence of a faculty union, this group of teachers ranked its satisfaction with its professional development and with its collegial relationships the lowest of all twenty-one schools whose questionnaires I have analyzed, and its collective satisfaction in its contact with students, class size, reputation of school, and relationship with school leaders is among the lowest. This faculty seems protected by, yet dissatisfied with, its systems of compensation, appraisal, and professional growth.

The rationale for adopting a tenure system, such as exists within public school systems and at most public and private universities, is ably explained by Judge Robert Holter:

> Tenure for teachers is unique in public contracts of employment. Its basis is academic freedom; freedom within the law to teach the truth and to stimulate the thinking of free men in a free society without fear of reprisal. Its scope assures, with certain exceptions, both continuing employment and economic security.[149]

The argument in favor of tenure is the importance of academic freedom, particularly in universities where the freedom to publish one's views, liberated from concerns about political pressure, has been an historic linchpin of intellectual liberty in higher education. For those with memories that stretch back to the Nixon presidency, or even further to the McCarthy era, such a preservation of liberty is not to be taken lightly. On the other hand, at elementary and secondary public schools, systems of tenure can make it extremely difficult for principals to discipline or dismiss poor teachers. Perhaps that is why most independent schools have avoided such systems. As a history teacher at school C argued, "Lifetime tenure should not be an expectation. The school needs change and so does a teacher. When the signal is given that you need to make a move, do it. The best thing, of course, if for the teacher to give the school the signal."

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[149] Judge Robert Holter, Montana District Court, Sibert vs. Community College of Flathead County (587 Pacific, 2nd, 26), 1978.

Let us listen to the comments of teachers at school R, where in their own self-interest they would seem most likely to defend their system. They are among the highest paid of independent school teachers in their geographical area, they refer in their responses to a formal or informal tenure system that protects their job security, and they describe an environment of minimal supervision given to experienced teachers. Isn't this a system that the teachers, if not the administrators, would seek to protect?

If the roughly one third of this school's faculty who responded to the questionnaire accurately reflect~~s~~ the opinion of their colleagues, then surprisingly the answer is "no." In response to the question "Do you think that the compensation system at your school is structured to encourage excellence in teaching," two thirds of the respondents answered in the negative, and only one in ten answered "yes." As will be discussed below, this question at other schools generated sometimes impassioned arguments for or against merit pay. At school R, while there was no chorus of voices supporting or opposing a system tying pay to performance, there were a number of strong statements about the school's awarding ineffective teachers protected by tenure the same pay increases as those who consistently go beyond the call of duty. One experienced teacher at school R commented, "Once given a continuous contract, you can rest on [your] laurels if you so choose or if your motivation wanes. Although this is a minority of teachers it's a problem." A younger colleague noted that compensation "is solely based on experience with no incentive or reward for doing extra or more. Many colleagues do the minimum and complain about that." While a senior colleague at school R noted that a system treating everyone "exactly the same" fits the school's "liberal, humanist philosophy" that attracted him to the school decades ago, a collegue decades younger noted that "once a teacher is tenured, he/she may become ineffective and there's no way to get rid of them!" A veteran with fifteen years of teaching experience agreed: "...after the fourth year no one evaluates [teachers]. Those teachers who have 'problems' are watched, but there is no formal process that would enable administrators to fully appraise a teacher's effectiveness." At the end of her questionnaire, this teacher commented: "The issue of how to change, support, or alter the teaching methods of those teachers who are 'burned out', need to retire, are no longer effective, [or] are not progressive in their methods is a serious one. Morale is low because the whole system does not pull equally."

Ironically, a compensation and tenure system that one teacher finds consistent with his school's egalitarian philosophy is felt by some of his colleagues to be inequitable and demoralizing. A teacher with two decades of experience at school R suggests that, "After years of mediocre pay increases, too many teachers decide not to go the extra mile and, of course, the students are the losers." A senior colleague with over thirty years of experience in teaching and over two decades of work at his school adds: "Everyone moves step by step regardless of the quality of work or commitment. The problem is not so much in the pay scale as in tenure/long term contracts. The school cannot hold teachers accountable." While not advocating an Orwellian twist to his school's egalitarianism, so that all would be treated equally, but some more equally than others, this senior teacher clearly is not defending a strict scale-with-tenure as the best of all possible worlds. An experienced member of the faculty at school T offers an eloquent defense of the absence of tenure at her school, in contrast to those systems in place at her city's public school system:

> Our school, like most private schools, seems to be able to keep the better teachers and let the others go. That's why I'm in private schools. If you're a good teacher, you'll be rehired. If not your contract is simply not renewed. I think it helps keep teachers on their toes. Mediocrity is simply unacceptable when working with young children.

What, then, are the alternatives that a head of school, prompted by trustees eager to design a system so that compensation and excellent teaching are connected, can explore? In private schools, as in private industry, how best to pay people may be "the human resources challenge of the nineties."[150] The most commonly debated solution to the problems of union-style fixed scales is "merit pay."

Pay for Performance (Merit Pay)

The following response by a twenty-six-year veteran teacher from school Q was typical of those who took issue with the question's implication that compensation and performance might be connected: "I don't think money can 'create' excellence in teaching, so I'm not sure [a] compensation system is the answer." In contrast, just as typical was the response by a thirty-two-year veteran from the very same school, one whose strict salary scale prevents (or liberates) its headmaster from differentiating pay increases based on assessments of teachers' performances: "There should be recognition for excellence.

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[150] Jaclyn Fierman, "The Perilous New World of Fair Pay," Fortune Magazine, June 13, 1994, p. 57.

not longevity." Likewise, a younger teacher at this school commented: "I would like to see merit-based pay rather than seniority-based pay."

No part of my questionnaire generated more discussion and debate among teachers than the question about compensation and effective teaching. Let us take the case of school A, whose faculty perceives that the school's leadership is contemplating ways of tying pay to performance and whose responses reflect a rich debate among educators, as well as corporate consultants, about the merits of merit pay. Helpful in examining how the debate is developing at this school has been this school's robust response, both in quantity and quality, to the questionnaire. No other faculty had a higher percentage of respondents (over 80%), and this faculty has clearly thought hard and well about the issues at stake.

To the question of whether the compensation system is structured to encourage excellence in teaching, 62% of those completing the questionnaires at school A responded "no." (The remaining 38% were evenly dividied between "maybe" and "yes" responses.) Among those who did not believe that the school's strict salary scale encouraged excellent teaching, there was a striking difference of opinion over whether a compensation system *should* be structured to reward excellent performance. This division reflects that present in virtually every faculty whose teachers wrote about the issue of pay for performance. This faculty divides into four groups:

1) those explicitly supporting merit pay,
2) those explicitly opposed to merit pay,
3) those perceiving that the school's leadership is moving towards a merit system but offering no strong opinion beyond a desire that the system be clarified, and
4) those not responding or indicating no strong opinion on the subject.

Those in the third group were the most numerous; surprisingly, those explicitly opposed to merit pay at school A were in the smallest minority. Here is a school that, with the strong leadership of the Board and the Head, could if it wished move towards a merit system without the outright, immediate opposition of most of its faculty.

Assuming that school leaders can profit from listening to the debate among the faculty before enacting a change in policy, let us "eavesdrop" on the debate: first, as it unfolds at school A; then, as echoed in comments from teachers at other schools; and finally, as it has developed among compensation experts in private industry.

At school A proponents for merit pay begin with the simple proposition of one teacher: "Performance should be rewarded." Echoing comments made often by teachers at other schools, one teacher with fifteen years of service to this school argues that the strict scale "seems to reward longevity more than excellence." Another notes: "People at the same level get the same raise regardless of performance." Another writes: "Excellence in teaching does not correlate to compensation." A colleague of twenty years' experience adds: "[We need a] more active merit pay system or performance reward." Another teacher with more than twenty years' experience at the school remembers: "We did have merit pay, but the amount was not very significant."

The skeptics who oppose changing from a strict salary scale begin by questioning whether teachers are, fundamentally, motivated by the carrots of financial incentives. "Excellence must come from the individual!" one teacher insisted. A veteran with over thirty years of experience, over twenty at school A, remarked: "Excellence is encouraged by the atmosphere, my colleagues, my personal proclivities, not by money! I fail to see how excellence would be encouraged by money, here." Even one teacher who thinks that "merit pay is a great idea" concedes that "for those of us who teach in independendent schools, salary is clearly not a driving factor." "No one goes into teaching for the money" is a truism recorded by another respondent.

More nervous skeptics worry about whether a merit system would, in fact, encourage effective teaching. "Rewarding excellence can be tricky at best, cliquish at worst," wrote one teacher. Another expressed opposition to "using compensation as reward/punishment." One teacher specifically recommended that educational leaders "need to pay more attention to Alfie Kohn's ideas as outlined in Punished by Rewards." Other critics among the faculty of school A questioned whether the school had in place an adequate appraisal system to discriminate good from bad teaching. Noted one reponsdent: "There has been no formal evaluation of teachers." A colleague concurred with the suggestion that "Perhaps we need more structured observations. Our evaluation is on-going instead of structured visits from administrators." Seeming to believe that a merit system is already in place at school A, another added: "[The] administration needs more contact with faculty to determine a teacher's effectiveness.

Now administrators rely on hearsay and teachers' own evaluations as compensatory measures." At school A, some teachers worry that merit pay would, in the words of Albert Shanker cited above, have "nothing to do with merit and everything to do with how well you get along with the principal."

Perhaps surprisingly, more faculty at school A had no strong views one way or the other about the issue of incentives for effective performance. Taking a wait-and-see attitude seemed more the norm than the exception, suggesting that a well-implemented system could be developed and instituted, while a poor process of design and execution could lead to resentment and demoralization. "Many efforts are currently underway to reward performance in the classroom more," observes one teacher at school A. Another notes that changes are "under consideration right now, with hopes of increasing chances for professional development and a system of mentoring new teachers." "Changes are certainly being discussed," wrote another teacher, who prophesies: "I'm certain the Master Teacher concept will be implemented." One teacher muses more darkly about secret forces at work: "'Merit pay' seems to be a secretive thing at present." Another cynic is trying to take the ostrich approach: "Just now we are in a transition to whatever the headmaster wants. I'm trying to pay no attention, to avoid anger and frustration." A relatively new teacher to the school expresses total confusion: "I am unsure how the compensation system works." A colleague with two decades of experience at school A agrees that there is "not enough communication." She asks: "Are people rewarded? How is that determined?"

The whirlwind of opinion or confusion about compensation at this school should not seem extraordinary. Rather, the range of opinions recorded above is absolutely typical of faculties' opinions on this issue of merit pay throughout the country--and, indeed, at American independent schools around the world. "A system rewarding performance would be great," wrote a teacher at one American school abroad. Yet teachers at the same school argued:

> I would not suggest merit pay. It is too judgmental, acrimonious, open to abuse.
>
> Compensation for excellence (a subjective term if there ever was one) should not be monetary.
>
> Merit pay would be divisive, and I would not trust anyone to administer it fairly.
>
> I feel like we are [already] professionals striving for excellence.

"Those are just the teachers talking," I can hear my hypothetical board chair muttering to herself. "What do they know about compensation issues?" As it turns out, the teachers whose views have been recorded above know about as much as the experts in the business world, who are debating the same issues with virtually the same arguments in journals like the Harvard Business Review and Compensation and Benefits Review.

The most prominent critic of incentivized systems in the business world is Alfie Kohn, whose Punished by Rewards was mentioned by a teacher from school A, as cited above. In the Harvard Business Review of September-October 1993, Mr. Kohn published a condensed version of his argument in an essay, "Why Incentive Plans Cannot Work." His arguments triggered responses and debates among the top management consultants around the country. A summary review of those arguments might be timely and useful for my hypothetical trustee.

Connecting the incentivized pay systems to a behaviorist theory of motivation, Mr. Kohn first reviews the extent to which behaviorism dominates management philosophy behind most compensation systems. He then reviews what research studies have shown about the efficacy of rewards:

> Research suggests that, by and large, rewards succeed at securing one thing only: temporary compliance. When it comes to producing lasting change in attitudes and behavior, however, rewards, like punishment, are strikingly ineffective. Once the rewards run out, people revert to their old behaviors.[153]

Referring to studies ranging from those of smokers trying to kick the habit to those of parents trying to shape the conduct of their children, Mr. Kohn concludes that, while incentives may help mice find their way through mazes to a food supply, they have no lasting effect on humans. Even worse, he argues, incentives can be counterproductive in improving productivity:

> ...at least two dozen studies over the last three decades have conclusively shown that people who expect to receive a reward for completing a task or for doing that task successfully simply do not perform as well as those who expect to receive no reward at all.[154]

In tasks ranging from memorization to problem-solving, Mr. Kohn concludes that offering an incentive to motivate successful performance actually produces the opposite effect. Of particular importance for educators is Mr. Kohn's argument that "...the more cognitive sophistication and open-ended thinking that was required, the worse people performed when working for a reward. Interestingly enough, the researchers themselves were taken by surprise. They assumed that rewards would produce better work, but discovered otherwise."[155] Referring in particular to a review by G. Douglas Jenkins of 28 previously published studies measuring the impact of incentives on performance, Kohn points out that the only time a positive correlation was found was when the work involved "producing more of something or doing it faster"--in other words, assembly-line labor. Turning to a review of 98 studies conducted in the mid-eighties by Professor Richard A. Guzzo, Mr. Kohn notes that "training and goal-setting programs had a far greater impact on productivity than did pay for performance plans."[156]

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[153] Alfie Kohn, "Why Incentive Plans Cannot Work, The Harvard Business Review (September-October 1993), p. 55.

[154] ibid., p. 55.

After his review of empirical research studies on the connection between incentives and productivity, Mr. Kohn turns to his six explanations for why the research that he has cited fails to demonstrate a positive connection. The six points resemble arguments made against merit pay by teachers opposed to such a system. First, he invokes a Total Quality Management guru's dictum: "Pay is not a motivator." Citing Frederick Herzberg, Distinguished Professor of Management at the University of Utah's Graduate School of Management, Alfie Kohn argues that "just because too little money can irritate and demotivate does not mean that more and more money will bring about satisfaction."[157] Second, he argues that, instead of rewarding excellence, rewards more often lead to a sense of punishment, such as was felt by the faculty at school J, as mentioned above. Third, and of particular relevance for schools committed to teamplay and collaboration, rewards can disrupt cooperation:

> Without teamwork there can be no quality. The surest way to destroy cooperation and, therefore, organizational excellence, is to force people to compete for rewards or recognition or to rank them against each other. For each person who wins, there are many others who carry with them the feeling of having lost.... Furthermore, when employees compete for a limited number of incentives, they will most likely begin to see each other as obstacles to their own success....Very few things threaten an organization as much as a hoard of incentive-driven individuals trying to curry favor with the incentive disposer.[158]

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[155] ibid., p. 55.
[156] ibid., p. 56.
[157] ibid., p. 58.
[158] ibid., pp. 58-61.

Fourth, rewards address superificial motivations for success at the risk of ignoring underlying problems within organizations. Fifth, incentive systems reward workers for playing by the rules, for meeting preset expectations, or for following past ways of doing business. Thus, they discourage innovation, risk-taking, or creative problem-solving. "In a word, the number one casualty of rewards is creativity," argues Mr. Kohn.[159] Finally, he contends that incentivized systems undermine intrinsic interest in work and therefore would make teachers less likely to pursue their efforts with a commitment to success for its own sake--or for the sake of the collective mission of the institution.

These arguments amount to a powerful opening shot in the war of words over merit pay. Not surprisingly, the shot ignited a fierce debate among executives, consultants, and experts. Among the first to support Kohn's arguments was Glenn Bassett, Chairman of the Department of Management at the University of Bridgeport. The author argues that the most important factor in motivating employees is "to set clear, challenging goals."[160] Dr. Bassett cites various studies suggesting that when compensation is emphasized as a "motivator of task performance, a worker's sense of intrinsic task interest may diminish."[161] Thus, he concludes: "Attempting to tie small, annual changes in pay to a worker's effort and output, especially when output is hard to measure or define, needlessly harnesses perceived pay fairness to level of output in a way that can depress output." He recommends that companies focus on the "fairness of pay within realistic labor market and competitive price constraints."[162]

Responding to this attack on incentive pay systems, Dan Gilbert, staff consultant to the General Electric Company, takes issue with Dr. Bassett's intepretation of motivational research, especially that conducted by E.L. Deci, research also cited approvingly by Alfie Cohn. Arguing that Deci's research supports "the position that pay can act to promote intrinsic motivation,"[163] Mr. Gilbert argues that compensation systems can and should be structured to serve as "an *informational* vehicle operating as an inherent part of the fabric of organizations," rather than as a carrot-and-stick approach to behavioral modification. However, Mr. Gilbert admits that incentive pay programs may enhance productivity, but they do not motivate employees "if we want people to enjoy their work."[164]

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[159] ibid., p. 62.
[160] Glenn Bassett, "Merit Pay Increases Are a Mistake," Compensation and Benefits Review (March-April 1994), pp. 20-21.
[161] ibid., p. 21.
[162] ibid., p. 21.
[163] Dan Gilbert, "Response," Compensation and Benefits Review (March-April 1994), p. 23.

Among the first to respond directly to Mr. Kohn's thesis was Charles Cumming, Senior Compensation Consultant for William M. Mercer, Incorporated. He argued that Kohn's attack on merit pay is limited by its focus on hierarchically structured organizations, where merit pay is used in a carrot-and-stick approach. He takes issue with Mr. Kohn's assertion that incentive pay is incompatible with providing opportunities for employees to gain "intrinsic satisfaction from knowing that their work has made a real difference and has added real value."[165] He concludes his essay by presenting evidence of the positive impact gained by programs in support of team incentive plans and profit sharing.

Finally, though not directly embroiled in the debate over merit pay, a comprehensive review of productivity studies from around the world by David Levine and Laura D'Andrea Tyson bears considering. In this review of literally hundreds of studies that have investigated teaming and productivity of workers, the authors note four key characterisitcs of companies that result in higher productivity: "some form of profit sharing or gain sharing; job security and long-term employment relations; measures to build group cohesiveness; and guaranteed individual rights."[166] Such conclusions, based upon numerous productivity studies, suggest that individualized incentives may corrode a faculty's sense of collaborative teamwork. More directly focusing on schools, William Firestone, a Senior Fellow at the Consortium for Policy Research at the Rutgers Graduate School of Education, reviewed the studies conducted to examine the effect of merit pay schemes in the public schools. Such schemes were recommended by the Carnegie Task Force in the mid-eighties: "compensation policies must reward teacher contributions to improved student performance and take into account the inability to demonstrate such improvements."[167] Although Mr. Firestone advocates consideration of alternatives such as collective incentives for team performance and knowledge-based pay systems, he concludes that past and present merit pay systems in public schools "have proved counterproductive on multiple occasions."[168]

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[164] ibid., pp. 24-25.

[165] Charles Cumming, "Incentives that Really Do Motivate," Compensation and Benefits Review (May-June 1994, p. 39.

[166] David L. Levine and Laura D'Andrea Tyson, "Participation, Productivity, and the Firm's Environment," in Alan Blinder, ed., Paying for Productivity (Washington, D.C.: The Brookings Institute, 1990), p. 205.

[167] Carnegie Task Force on Teaching as a Profession, A Nation Prepared: Teachers for the Twenty-First Century (New York: Carnegie Forum on Education and the Economy, 1986), p. 101.

Joining William Firestone and Alfie Kohn in attacking merit pay is Richard J. Murnane and his team at the Harvard School of Education. Providing a useful historical perspective, Murnane dates the idea of merit pay back to the turn of this century and indicates that most plans have lasted only a few years. Noting that some merit-based plans failed despite the support of the teachers' union, Murnane's analysis and conclusion are sobering:

> Most plans fail because they hurt morale and are costly to administer. Even teachers picked by their peers as worthy recipients of merit pay because of their superior teaching oppose the idea. Although literally thousands of American school districts have tried merit pay over the last ninety years, there is not a single case documenting that it helped improve a troubled school district's performance.[169]

Despite such an extremely strong statement, Murnane cited his earlier study with David Cohen in which they examined the counterexamples: six school districts that instituted merit pay successfully. "In every case," they found, "merit pay was added to a uniform salary scale that was already competitive with the best salaries offered by other districts in the vicinity."[170] To such a finding I will return in chapter eight. Two other features of the successful merit systems studied by Murnane bear noting:

- merit pay compensated teachers for demonstrable extra assignments, deemphasizing classroom performance as a criterion
- merit pay awards remained inconspicuous and were based upon strenuous criteria.[171]

These exceptions aside, Cohen and Murnane found that "most merit pay plans died because administrators could not provide convincing answers to two questions from teachers: Why did my colleague get merit pay, and I did not? and What can I do to get merit pay?" Murnane summarizes the case against merit pay: "No other reform has been tried so often. But for no other reform is the evidence so clear: merit pay for individual teachers does not improve the quality of teaching in a troubled school district."[172]

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[168] William Firestone, "Redesigning Teacher Salary Systems for Educational Reform," American Educational Research Journal (Fall 1994), p. 570.

[169] Richard J. Murnane et al., Who Will Teach? (Cambridge, Massachusetts: Harvard University Press, 1991), p. 118.

[170] ibid., p. 118.

[171] ibid., p. 118.

My hypothetical trustee probably is not convinced that what doesn't work in troubled public schools won't work in private schools; indeed, what fails in a unionized public school system may be ripe for success in independent schools. Although she may have found several of Alfie Kohn's arguments provocative and more convincing that she had anticipated, she is still unwilling to have her school remain stuck with a system that pays the star teacher who knocks herself out, year in and year out, the same salary increase as the competent, but only competent, teacher who is out the door every day at 4:00 or sooner, who never volunteers for extra work, and who relies upon the same lesson plans and the same teaching strategies that have served him for two decades. This trustee's headmaster has assured her that he is beginning to fiddle with the scale by skipping a step for a teacher here, planting a little extra money there in another teacher's contract, and freezing the salary of the senior teacher who seems to be treading water. She wants more than such minor repairs: she wants systemic change that is publically announced by the school's head, understood by the faculty and parents, and committed to the free market concept of paying people what the competitive market dictates and of rewarding outstanding teachers not simply with warm praise, but with cold cash. She is willing to consider team-based awards, although she points out that team awards might set department against department, division against division, in a fashion more destructive to the collegiality of the school than a few well-placed individual awards.

Moreover, while recognizing that an incentive-based system will only work as well as the school's system of appraisal, she understands that the Headmaster has accepted the recommendations of his own blue-ribbon committee of teachers to adopt a new program for growth and appraisal. She does not accept that professional department and division heads cannot distinguish who is excelling and who is not. If the educational leaders of the school cannot support such a fundamental managerial task as performance appraisal, then at the least the school should invest in more training of its evaluators; alternatively, perhaps it should find better chairs of departments and heads of divisions. She understands that designing an effective compensation system takes time, and that changing the culture of the school takes determination and patience. On behalf of her fellow trustees on the board, she is committed to helping the headmaster take the time and liberate the school from a strict system that violates the headmaster's own free market philosophy as well as the shared philosophy of the board.

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[172] ibid., p. 119.

What, then, is the head to do? He has read the research that compromise systems preserving a scale system but offering the school's head discretion tend not to work. Although he anticipates with interest reading the case study about school I in the next chapter, being honest with himself, he acknowledges that he is not sure he would have any more success than did his counterparts at school O and T who operated a "band" system. He is not ready to face the probable rebellion of his faculty if he entirely dismantles the salary scale that has existed for decades at the school. Nor is he eager to listen to his board chair this time next year if no change has been made. Knowing that she has committed herself publically to raise funds to provide him with money to exercise his discretion in rewarding effective and outstanding teachers, he anticipates that he will be expected to report on how wisely he has spent the money he is confident that his Board chair will help raise.

Thus, perhaps he looks with interest at two items on his desk: the responses from school L to the questionnaire and the discussion of "skill-based pay" presented by a leading authority in the country on compensation and skillful management, Edward Lawler.

Compensating for Faculty Growth: Skill-Based Pay Systems

Glancing back to Figure Fourteen, which summarizes the perceptions by different school's faculties of how well their salary system is structured to reward effective teaching, we may note that the faculty at school L was divided on the question. In fact, exactly the same number of teachers answered "yes" as answered "no." Looking more carefully at the exact answers, one notices a strange pattern: teacher after teacher regards the school's substantial commitment to provide generous funds for faculty development as a legitimate means of tying pay to effective performance. Though almost in the middle of the pack in terms of their satisfaction with the overall compensation level offered by their school, this faculty is unusual in how highly it regards the money it is provided for professional development. Among those who believe that the salary structure rewards excellent teaching, one respondent explains: "We are also given a professional growth allowance which encourages continued education, and other forms of self-improvement." Among those who do not believe that the compensation system as such encourages excellent teaching, another respondent points out: "I don't think compensation is what encourages excellence. Rather, it is administrative support for teachers--in terms of time, ideas, students, professional development, and honoring what teachers do well--[and] releasing them from what they don't do well." A teacher from school L who believes that the salary system does reward excellence cites the additional step in the salary scale that one can earn for demonstrating professional growth. Another responding "yes" cites the "money available for professional growth" as the crucial incentive for better teaching. Another hints not simply at incentives for professional growth but also for assuming leadership roles: "professional growth and leadership duties are encouraged and paid for." Yet another teacher at school L echoes these comments: "Yes, we get professional growth money and compensation for credits." Another thirty-year veteran teacher, a member of this faculty who argued that "merit pay does not make for good team building," rates her satisfaction with the school's program for faculty development as "highly satisfied."

She is not alone. A review of the chart below suggests that school L's faculty regards its investment in faculty development very highly. (Recall that the teachers at school Q were not asked this question.)

Figure Fifteen: Faculty Satisfaction with Faculty Development

School (by letter code)	Level of Faculty Satisfaction (5=highest)	Rank (among nine variables)
L	4.5	2
J	4.5	4
I	4.4	7
S	4.3	3
G	4.1	4
U	4.1	4
C	4.1	7
T	3.9	7-9 (tied)
E	3.8	7
M	3.7	7
H	3.7	6
D	3.7	8
F	3.6	8
O	3.6	8
B	3.5	6
A	3.5	7
N	3.4	7
K	3.3	8
P	3.3	9
R	3.2	7-9 (tied)

As this chart suggests, at most schools the faculty ranks its satisfaction with faculty development among the lowest levels--generally, down in the underworld with compensation and school leadership. The four schools at the top are clearly the exceptions. Let us now examine what is in place at schools L, J, I, and S that can guide our head under implicit orders to tie pay to performance. One simple way is to pay teachers to learn how to teach better--to become better in their performance.

The High School Principal at School L explains the core of his institution's faculty development program.

> The core of the program is the professional growth fund. One step on the salary scale is set aside for faculty and administration to use for professional growth, as they see fit. In real money that's about $1000. With that money teachers can join professional organizations, attend conferences, and go to graduate school. Teachers can accrue this fund up to three years, so that money not used in one year can carry over to the next, to a maximum of $3000.
>
> We also have money set aside for consultants to come to the school and work with our faculty for a week or longer. A professor from a major university was just at the school for the past three weeks working with the faculty on a particular area that is related to our school's improvement plan. In this case it was related to interdisciplinary courses.
>
> This year we also paid for two faculty to attend a conference on the Coalition of Essential Schools. We are also paying for five faculty to attend the Association for Supervision and Curriculum Development's consortium on assessment. These conferences are paid by funds independent of the allotment to the teachers. The team will come back from this conference and lead the follow-up educational and developmental efforts with faculty.
>
> Our school improvement plan clearly commits the school, from the Board level down, to viewing continuous and substantial professional development as a centerpiece of what makes us an outstanding school. One of the core belief statements in our mission is: "We believe in fostering excellence in teaching as well as in learning." A corollary is: "We believe in being responsive to educational research."
>
> We have a sabbatical program that is not an entitlement but is a program directly related to our school's mission. Faculty can make a proposal for a sabbatical (usually no more than one a year). The administrative counsel reviews proposals and has actually turned down quite a few that weren't directly related to the school's improvement plan. The faculty member is paid half salary for a full year or full salary for a half year. This program represents the school's substantial commitment to the growth of individual, experienced faculty in support of the overall mission of the institution.
>
> In addition, we devote eleven full days of the school calendar to staff development. The first five take place before school starts; faculty come back a week before students appear. The other six days are during the year and often are placed so that the days off are not so interfering for families. These days may involve outside consultants, who often are big-name educational leaders and thinkers. These have been remarkably well-received. In my view the most valuable use of this time is when a faculty team returns from a consortium or conference meeting and educates their colleagues about what we have learned. The ASCD consortiums are a three-year commitment that the teams make. Consequently, these involve the school in substantial, long-term change, rather than just one-shot consulting that evaporates quickly. Often our one-time guest speakers are directly connected to the longer-term process of institutional growth.
>
> That's why we commit as much of our resources as we do to professional development. We spend about 3% of our annual budget on professional growth support.

> The payoff is that in terms of our faculty's being aware of educational issues and research we are confident that our teaching methods and practices are cutting edge. The students are the ultimate beneficiaries.[173]

The Dean of Faculty at School J estimates that the school spends between $150,000-$200,000 each year supporting the development of its faculty. As a result the faculty is engaged in major efforts of its own renewal and growth. An examplary program cited was a specially endowed fund to allott $20,000 for a couple of years to a team of ten teachers for a summer computer institute. The team of teachers was selected on the basis of their proposals for incorporating computer technology directly into their own curriculum and instruction. During the summer they spent a week in a class taught by a team of computer specialists at the school; then each teacher spent three weeks independently developing a program for implementation the following year. In the fall after their summer of work the team reconvened periodically to discuss how the implementation of what they learned is proceeding and to exchange ideas based on their teaching experiences. The Dean of Faculty describes the program as a "highly successful investment in the education of our students."[174]

What schools J and L share in common is a commitment to faculty development as an investment in the educational excellence of their institutions--directly connected to the school's mission and vision of growth for the future. At most schools, and perhaps even at these two institutions, money reserved for faculty development is considered independent of and different from the part of the budget that involves compensation and benefits. To teachers themselves, however, a check received to support one's own professional growth probably carries the same weight and is deposited in the same account as the monthly paycheck. The paycheck may be a higher sum, but (particularly for faculty who might otherwise have to work at a second job in the summer) a grant for professional development can be a highly valued sum of money. Recall that teachers in this study rated personal growth as second only to love of children as the most important factor in their choosing teaching as a profession (see Figure Nine). Thus, teachers who receive support for their own professional development are likely to view such support as an important reason to remain in teaching. That the faculty at most of the schools surveyed seemed relatively dissatisfied with the school's commitment to their development is not good news for independent schools that should think of themselves as at the vanguard of demonstrably effective educational practice. As one former Board member of an independent school told me recently, "How can your faculty teach kids how to learn through computers when most of them know less than the children?"

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[173] Phone interview with the High School Principal, school L, March 17, 1995.

[174] Interview with Dean of Faculty at school J, October 13, 1994.

Edward Lawler, perhaps the most highly regarded compensation and management expert in the country, has written recently about "the high-involvement organization." His thinking about such compensation structures as the fixed scale, team incentive programs such as profit sharing and gainsharing, and alternative structures of compensation has evolved over many years of consulting work with dozens of corporations in this country. Let us now turn to see how his recommendations about systems of compensation can be helpful to schools exploring how to energize their employees into becoming a part of a "high-involvement" team or part of what Peter Senge terms a "learning organization."

Favoring systems that compensate the person for what he or she can do, rather than pay employees based on a standardized rating of the job design, Mr. Lawler argues that job-based pay fits a "control-oriented approach to management" with an emphasis on bureaucracy, hierarchy, and market competition.[175] He reviews reasons why, in the economies of the future, corporations that design "skill-based pay systems" will be more competitive: "When individuals can perform multiple tasks, organizations gain tremendous flexibility in using their work force."[176] Moreover, employees who have experience with a variety of jobs within the organization can gain a commitment to supporting the entire operation of a company. Mr. Lawler argues: "skill-based pay is an important reinforcer of a participative culture."[177] He adds that skill-based pay fits organizations with a flat, unhierarchical structure because "it provides a new 'nonlinear' way for people to grow and succeed in their career."[178]

Mr. Lawler also discusses several potential drawbacks to a skill-based compensation system. Overall compensation costs can be higher in organizations employing such systems. Firms also have to monitor their employees carefully to ensure that they are using the skills that they have been paid to acquire. It may be difficult for firms to define what skills are worth how much money as they recruit in the marketplace. Even the best systems can have ceilings where employees have learned all that the firm wishes them to know. Administrative complexities may become unwieldy, as "Keeping track of exactly who is qualified on all of the different tasks and of the different pay rates certainly requires a good information system."[179] The same old questions about what to do when yesterday's cutting-edge skills are tomorrow's dulled repertoire still apply under such a skill-based system. "As a result," Mr. Lawler notes, "the organization may have to make extensive revisions in its skill-based pay system, and individuals may have to learn a number of new skills."[180]

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[175] Edward Lawler, "Pay the Person, Not the Job," in The Ultimate Advantage: Creating the High-Involvement Organization (San Francisco: Jossey-Bass, 1992), p. 147.
[176] ibid., pp. 161-162.
[177] ibid., p. 163.
[178] ibid., p. 164.

Having addressed such challenges, Lawler returns to his thesis that pay increases should be used "to encourage individuals to learn the skills associated with a new job."[181] He cites several advantages to such a system that, he argues, make accepting the challenges of implementation worthwhile. First, skill-based pay encourages employees to improve operations because they have better knowledge. Second, in cases where the firm pays employees to gain skills outside his or her particular department or field, the employees gain a broader understanding of the organization that enhances their particular work. Third, skill-based pay complements and reinforces a "participative culture." As Lawler explains, "It [skill-based pay] can lead to employees making more than their manager if they are broadly knowledgeable about the organization and its activities. Thus, the system can create new career tracks that do not depend on upward mobility."[182]

The application of Mr. Lawler's arguments about skill-based compensation to independent schools need not be limited to discussions of a faculty's salaries. In many schools with significant budgets for faculty development, Heads rely upon robust tuition grants and summer stipends as incentives and support for teachers seeking to learn new strategies and strengthen the knowledge base in ways supportive of the school's mission. The well-funded program at school J designed to strengthen the faculty's knowledge of technological applications to enhance classroom teaching is just one example. Teachers at school J praised the impact of their school's commitment to professional development. One wrote that the school "has done an excellent job supporting attendance at conferences and graduate work." Another praised his school's "excellent program" for providing "lots of encouragement and funding for development." Agreeing with her colleague, a teacher at school J wrote: "Professional development is very strongly encouraged and supported! It would be hard to recommend improvement. I have had an opportunity to help develop a new approach to teaching chemistry. It has been a wonderful exercise. We developed the course to meet our curricular goals more effectively." A younger colleague wrote: "I receive compensation for my graduate work at the Breadloaf School of English. The enthusiasm with which I return to the classroom is invaluable!" Likewise, a teacher at school L praised his school for investing "money for professional growth" and for "encouragement to go to professional conferences, workshops, and summer sessions." A colleague remarked that such investment is carefully connected with the school's "yearly curricular goals." Another colleague described school L's teacher growth fund as "outstanding." What common traits in their management of professional development funds do these schools share? Let us not assume, for a moment, that a school's teachers are not the best consultants about whether their school's program for faculty development works for its faculty.

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[179] ibid., p. 166.
[180] ibid., p. 167.
[181] ibid., p. 168.
[182] ibid., p. 164

An analysis of comments from schools I, J, L and S suggests key traits of programs deemed successful by teachers:

- a school's entrusting its teachers to spend the allotment according to their own sense of need for professional growth,
- a school's allowing its teachers to accumulate annual allowances over a period of years,
- a school's strong emphasis on a team approach to faculty growth,
- a school's commitment to support summer study and (if affordable) to provide a sabbatical program for experienced teachers, and
- a school administration's strong commitment to, and oversight of, a program for faculty development.

At some schools, like school L, the program for professional growth is carefully calibrated and modified year-by-year to direct teachers towards institutional goals for the future. Yet, even at such schools, teachers appreciate being entrusted as professionals with the freedom to forge their own path for growth. Like school L, school S allows its teachers to accumulate their professional development allowance for up to three years. One teacher at school S wrote: "This [development] fund allows me to make individual choices, based on what I feel is appropriate to enhance my skill as a teacher-facilitator." Another teacher at school S wrote of how she enjoyed "the freedom to use my professional growth money as I most need it--classes, computer software, etc." A colleague concluded: "The school does an excellent job at providing support for us."

Similarly, although school L ties its support of group projects and sabbaticals to specific institutional goals like interdisciplinary learning and technology training, it encourages teachers to use their own development allowance to support individualized paths of professional growth. Hence, a teacher praised its support for "the opportunity to study classes of our own choice." A colleague described as an "excellent investment" his school's "money ($1000 a year) for programs, conferences, [and] professional reading." Likewise, another teacher at school L wrote in appreciation of her school's entusting her with "the freedom to choose where we spend our professional growth allowance." She added: "The conferences I've chosen have made a great impact on my classroom teaching." A teacher at school J explains why individualization of choice for investing funds for development makes sense: "For each faculty member the answer is different--what is useful for a librarian does not help an art teacher. Money to do what inspires us is what's needed." One of her colleagues at school J adds: "Teachers are encouraged to seek out programs of interest to them. Professional development is encouraged and supported, and it is one of [our school's] greatest strengths."

In addition to the individual professional development allowance at school S, several teachers praised a program managed by a "Faculty Development Committee to fund cross-divisional groups." These teachers praised the school's "team approach to professional development funds." At school I the dispersal of professional development funds to individuals or teams of teachers is determined not by the school's Head or Academic Dean, but by a Professional Development Committee operated by members of the faculty. (See chapter eight.) Likewise, a teacher at school L praised the collective spirit of growth shared by her colleagues: "The interaction amongst the faculty, in discussions, meetings, and the general school excellence provide the best opportunity for growth. The teachers are always kept up with the newest trends in education and encouraged to improve in these areas." Money alone to support collaborative professional development is not enough. As a teacher from school P points out, "The key is to create time for teachers to visit each other's classes and collaborate. Without that time, no system will be truly effective." A similar comment came from a teacher at school H: "There is very little time for faculty members to communicate with each other. Some time set aside for this each week would help greatly." Likewise, a teacher at school T wrote: "We need more faculty time to visit other schools and free time for professional curriculum development with technology."[183]

Support for collaborative teams to engage in summer study or develop curriculum, as well as for faculty sabbaticals for senior teachers, is crucial in addressing this challenge of time. "The difficulty of learning new skills and behavior and unlearning old ones is vastly underestimated," Michael Fullan warns.[184] Fullan explains why summer study and curricular development is more likely to be successful than projects pursued only during the time-pressured weeks of the school year:

> Especially at the beginning, innovation is hard work. It takes extra time and energy, even when release time is provided. It can add significantly to the normal workload. As for increased competence on the job--another incentive--it is more likely that our competence actually *decreases* during first attempts at trying something new.

Only during the summer do teachers have the time for such sustained innovations, particularly when teams of teachers are working together in genuine collaboration sustained through the school years. Fullan describes as one model his Learning Consortium, where four major school districts in the greater Toronto area, along with the Roman Catholic Board, and two New York school districts join with the Faculty of Education at the University of Toronto in:

> ...Summer Institutes and follow-up, cadre staff development and support, leadership in-service for lead-teachers and administrators, field-based preservice teacher education programs, and the like. The goal is to design and carry out a variety of activities that make the professional and staff development continuum a reality, and that link classroom and teacher development with school development by coordinating and focusing the efforts of the districts and the universities.[185]

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[183] A discussion of the problem of time and teachers' collaboration on faculty development, however important, is beyond the scope of this essay. However, interested readers might consult several excellent, recent essays on the problem: Joseph Campone, "Time for Teachers in School Restructuring," Teachers College Record (Volume 96, Number 3, Spring 1995), pp. 512-543; Linda Darling-Hammond and Milbrey W. McLaughlin, "Policies that Support Professional Development in the Era of Reform," Phi Delta Kappan (April 1995), pp. 596-604; Paula M. Evans, "Getting Beyond Chewing Gum and Book Covers," Education Week October 19, 1994; and Ann Lieberman, "Practices that Support Teacher Development," Phi Delta Kappan (April 1995), pp. 591-596.

[184] Michael Fullan, op.cit., p. 129. Fullan cautions that collaborative projects are not always desirable. Citing research that distinguishes between "contrived collegiality" and truly "collaborative cultures," Fullan warns: "One person's isolation is another person's autonomy; one person's collaboration is another person's conspiracy" (p. 136).

[185] ibid., p. 321. The Learning Consortium, as descirbed by Fullan, resembles Linda Darling-Hammond's concept of "Professional Development Schools," as outlined in op.cit., especially pp. 598-601.

What consortiums of public school districts can accomplish, few groups of independent schools seem to have tried.

In these days of digital technology, telecommunications, and electronic mail, such collaborations for professional development need not be limited to schools in communities with thriving graduate programs. As discussed above, School L has a sustained partnership with a major university, whose professors provide support for the ongoing renewal of the staff. In addition, school L commits significant funds, separate from the allowances provided individual teachers for professional development, to support *teams of teachers* engaged in curricular renovation during the summer and school years. According to that school's high school principal, those grants to support collaborative projects are directly and explicitly connected to the school's published long-range goals, such as interdisciplinary learning, education for justice and caring, and application of technology in classroom teaching. School L is far from the wealthiest school involved in this study; indeed, it has no endowment at all.[186]

Not all schools have the resources to fund a sabbatical program, yet the faculties of those that do not frequently plead for such a program as vital for self-renewal and professional growth. They sometimes wrote of the dangers of burn out, of growing stale in mid- to late-career. Conversely, faculties at schools with a sabbatical program regard it as an essential feature of a schools' commitment to the growth of its senior teachers. A teacher with twenty-six years of experience at school J applauded the impact of a sabbatical on his self-renewal: "Allowing me to return to graduate school has given me renewed insights into what it is to be a teacher." One of his colleagues wrote: "Sabbaticals and summer study grants are most effective. Continued commitment to this goal is essential." A teacher at school L wrote: "I am receiving time off to do some department development work, and I am learning more from this than [from] anything else I have done recently." One of her colleagues praised their school's commitment of "time and encouragement to try new curriculum."

One teacher's comment at school S suggests that programs for professional development need careful monitoring and oversight by school leaders. After praising her school as "very supportive overall," she wrote: "It's quite a good system for a self-motivated teacher, but some (many?) seem pretty able to circumvent/avoid much improvement or change." A teacher from school J expressed his concern that too much professional development money is "spent on enabling teachers to sight see and travel without any educational incentives." In contrast, a teacher at school S praised her school's leader as "A head who encourages faculty to do course work and grow professionally." As at school I, oversight to prevent resources invested in professional development from being squandered can be provided by representatives from the faculty or, as at most schools, by the administration.

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[186] Phone interview with the high school principal of school L, May 14, 1995.

Mr. Lawler's recommendation seems consonant with such programs: "Skill-based pay...can be an incentive for veteran employees to acquire new skills and to allow others to learn their skills." Such a system "delivers a tangible reward in return for the employees doing just what the organization says it believes they can do: grow, learn, and develop."[187] And by being specifically connected to a school's own plan for institutional improvement, support for skill-based compensation can help a school move towards its long-range goals. Mr. Lawler comments upon the successful implementation of plans at major corporations with whom he has consulted, such as Polaroid and 3M. A major task force has been instituted at the University of Wisconsin at Madison in order to design and test such a "compensation structure that would pay teachers for showing they had developed specific skills and expertise."[188] In the decade when parents and trustees are pressing heads to move their faculties to incorporate current pedagogies and technologies in their teaching of traditional subjects from chemistry to English, compensation tailored to teachers' knowledge and skills may soon be with us. The challenge will be for leaders of school to manage such systems in order to encourage teachers to acquire skills that matter in their students' learning. Reforms genuinely meaningful to a teacher's students are those most likely to work. As Michael Fullan reminds us, "Good change processes that foster sustained professional development over one's career *and lead to student benefits* may be one of the few sources of revitalization and satisfaction left for teachers" (emphasis added).[189] Teachers are not like rats to be manipulated towards the cheese by proffered rewards for gaining skills of maze navigation; crudely put, the cheese for good teachers is the students who learn better, and incentives that work will help good teachers reach more students more effectively. There is no summer grant in the world that can match the moments when a teacher hears from a student that he or she made a difference in the student's life. Good leaders help good teachers make that difference, and good leaders help bad teachers find another profession.

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[187] Edward Lawler, op.cit., p. 164.

[188] Ann Bradley, "Signs Abound Teaching Reforms are Taking Hold," Education Week April 5, 1995, p. 16.

[189] Michael Fullan, op.cit., p. 131.

Finally, a compensation system constructed around the idea of "skill-based pay" would also seem to justify schools' heads who seek to raise endowment funds in support of "master teacher chairs," particularly in fields such as science and mathematics, where the competitive market is more difficult. Such a system need not be divisive. Indeed, the one school the majority of whose respondents felt that compensation and excellence in teaching are closely connected has in place a strong program of endowed "master teacher" chairs.[190]

A Return to the Issue of Incentive-Based Pay

My hypothetical board member may be buying the head's argument about devoting a large portion of the money she plans to raise into faculty development as an indirect form of connecting compensation to the skills acquired by the teachers. Nonetheless, she asks the head to make distinctions in rewarding employees deemed outstanding more richly than those deemed mediocre or worse. She wonders whether the school's head can base "skill-based faculty development grants" on the quality of the teacher's performance, or how such grants can be used to serve the mission of outstanding classroom teaching that drives her forward-looking school. She wonders what is Edward Lawler's advice on the subject of incentive-based pay that her head has seemed to dodge and evade.

First, as the Principal of the High School explained the operation of school L's program, everything (excet for the professional growth fund) about its faculty development is explicitly and repeatedly connected to its mission, its self-developed "school improvement plan." There is no reason why other schools cannot do the same--however different may be their own missions or plans for the future. Likewise, school S, whose faculty rated its professional development quite highly, began its redesign of a salary and benefits system with a statement connecting the system to the school's mission. The Head at school J clearly decided that his school's faculty needed to enhance its knowledge of how to employ computer technology in the classroom. Consequently, he asked his Dean of Faculty to design a program that would offer strong incentives and structures for teachers to work together to do just that.

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[190] It is beyond the scope of this chapter to discuss the pros and cons of endowed "master teacher" chairs. A strong case in favor of the idea is put by Frank Jones in the third chapter of Teachers for a Thoughtful Place, an unpublished manuscript that he kindly shared with me while it is under consideration for publication.

Moreover, in considering proposals for substantial investments in a teacher's growth, whoever reviews these proposals--a Headmaster, a Dean of Faculty, or a committee of teachers--can and should make decisions based upon the teacher's past performance and the likelihood that the proposed grant would result in real growth in the future with a positive impact on the students in his or her classroom. As at school L, teachers in whom the school has invested should be expected not only to demonstrate growth in their own teaching, but also to share some of the knowledge acquired with their colleagues. If, like schools I, J, L, and S, a school has a sabbatical program, such awards can and should be based not just on a teacher's seniority, but also on his or her proven effectiveness in the classroom, and on the relationship of the proposed sabbatical to the school's mission and plan for the future.

As for Edward Lawler's counsel concerning incentivized compensation, let us turn to the next chapter in The Ultimate Advantage, entitled "Reward Performance," and revisit the debate about rewards addressed earlier in this chapter. In this chapter, Lawler reviews decades of research about various types of approaches to paying employees for performance. Considering hundreds of research studies of "gainsharing" plans (where companies set target goals and share profits that result from exceeding the targets), Mr. Lawler outlines consequences of gainsharing: enhanced teamwork, focus of employees on cost savings, acceptance of change due to changes in technology and market forces, employees who demand a better performance from each other, and "employees [who] try to work smarter."[191] But what about non-profit schools, for whom "gainsharing" seems a foreign concept?

He concludes the chapter by reviewing the "enormous" amount of literature devoted to the subject of rewarding individual performance. His review of the research suggests that incentive pay should not be employed either if "the interdependency of the work is such that teams need to be created in order to allow meaningful work to exist," or if a company is not confident that it can develop "credible measures of performance and credible links between performance and pay."[192] (Later he adds that for incentive pay to be a motivator "a meaningful amount of money has to be 'at risk' when an individual performs."[193]) Mr.

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[191] ibid., p. 178.
[192] ibid., pp. 193-194.
[193] ibid., p. 197.

Lawler offers recommends designing a system to measure performance of observable behaviors in a scale of absolute performance that does not rank employees in competition with each other. After suggesting that the appraiser should seek input from peers and customers about an employee's performance, the author stresses the importance of training both appraisers and employees together so that "they can practice the appraisal process in a supportive environment."[194] Finally, he concludes that managers themselves must be appraised in part by how well they deal with the appraisal process, as one of their responsibilities.

This is not the place for a more extensive discussion about designing effective programs to support faculty appraisal. (See the case study in chapter eight.) Whether an incentive system to reward individual performance makes sense for a school does, however, depend upon the two factors cited by Mr. Lawler:

- the extent to which the culture and mission of the school depends upon teamwork
- the confidence with which a faculty regards the distinctions between excellent and mediocre performance made by administrators and/or department heads.

If an institution, like school I to be discussed in the next chapter, is committed to a team spirit of collaboration and cooperation, then it should be wary of this hypothetical trustee's insistance on tying pay to performance. Likewise, if it is among the majority of schools included in this study, whose faculties are far from confident that the system of evaluation and appraisal is effective, then introducing a form of incentive pay tied to performance is likely to be difficult to manage and potentially disastrous to the climate of the school. As Figure Sixteen illustrates below, only one third of the 652 teachers surveyed in this study believe that their school's appraisal system enables administrators to distinguish between effective and ineffective teachers.

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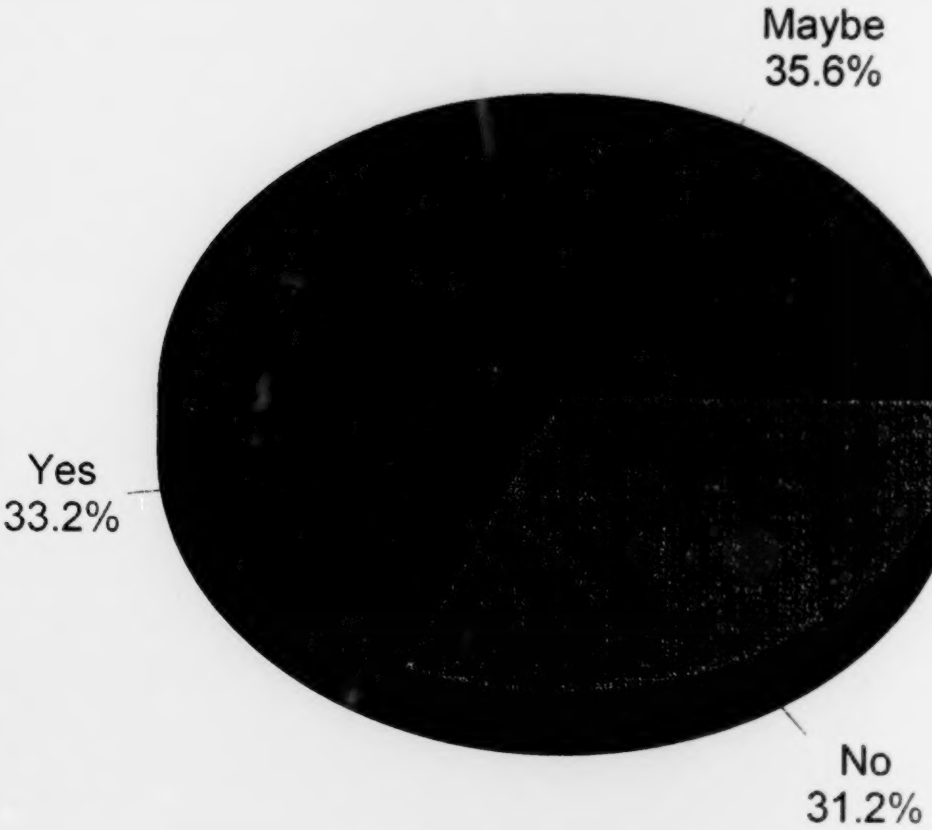
[194] ibid., p. 196. Perhaps worth noting is that such a "supportive environment" might include an opportunity for teachers to appraise administrators. Of the nine types of appraisals that are in place at schools, appraisal of administrators was by far the least often in use. (See appendix Twenty-Two.)

Figure Sixteen: Effective Appraisal at Your School?



Source: Private School Survey, 1995

Thus, one of the most consistent findings of my study is that teachers--almost to a school--are not satisfied with their current systems of faculty evaluation and appraisal. The teachers surveyed may not have reached, in general, such a negative conclusion as Michael Fullan has reached about appraisal systems in public schools: "Research reveals that most teacher evaluation systems are pro forma wastes of time."[195] However, with just a few exceptions, the schools that I surveyed either have designed

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[195] Michael Fullan, The New Meaning of Educational Change (New York, New York: Teachers College Press, 1991), p. 323.

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appraisal into its management of resources so that investments in salaries produce better teaching.[196] One might ask: "Will higher salaries lead a school to retain the teachers who are not growing and contributing, or will the school really keep those teachers its leaders don't want to lose to other schools or to other professions?" That may be the most common question a trustee of an independent school might ask a school's head who is making the case for increased compensation. Just as higher compensation without an effective system of recruitment and selection does not guarantee that a school will recruit the teachers it wants, so higher salaries without effective appraisal and development does not mean that a school will become better if more money is devoted to pay its faculty.

To be sure, as school C shows, with determination and careful implementation, a school's Board of Trustees and Head can design and institute an appraisal system that undergirds a market-based system of salary. More modestly, the case study of school I illustrates how one school's head adopted a limited system of reward for exceptional performers, on top of the pay increases granted to the faculty by the fixed scale. School I's Manual of Benefits and Policies for Administrators and Teachers, 1994-1995 clearly states the extent of its head's discretion to pay for performance: "Discretionary raises are normally granted for special contributions by that individual to the School and the teaching profession....It is expected that no more than approximately 15% of the faculty will receive discretionary raises in any given year and, in some years, no discretionary raises will be given" (p. 23). Such a system resembles that adopted by Cynanamid Corporation as particularly appropriate for institutions that hire selectively, promote on the basis of superior performance, and have a work force that "does not follow a bell curve but is skewed disproportionately toward superior performance."[197] Such a compensation structure depends heavily upon the existence of a strong appraisal system. One reason why school I's head probably feels confident in awarding incentive bonuses for exceptional performance is that she leads one of the only schools whose faculty strongly affirms the ability of their school's administrators to distinguish between effective and ineffective teachers.[198] Like school L, this school is also one that invests heavily in its faculty's growth and professional development. Thus, this head combines a limited system of performance incentives with a strong emphasis on teamwork and with an impressive investment in teachers' "personal mastery," to borrow Peter Senge's phrase.[199]

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[196] A model of faculty appraisal is described by Frank Jones in Teachers for a Thoughtful Place, unpublished manuscript, 1994, pp. 11-20.

[197] Saul W. Gellerman and William G. Hodgson, "Cynanamid's New Take on Performance Appraisal," Harvard Business Review (May-June 1988), p. 7.

[198] Two thirds of those from school I who responded to the question about effective appraisal affirmed that their system of faculty appraisal enables administrators to distinguish between effective and ineffective

Now let us turn to the case study of a school that should illustrate clearly the strong connection between an institutions's competitiveness in recruiting teachers, its resources available for compensation, its ability to fund salary increases through tuition, and its need for a larger endowment devoted to enhancing the salary pool. At the same time as school I illustrates the challenges facing leaders of independent schools in raising funds through endowed gifts, the school also demonstrates how a system of limited incentives can work effectively to reward performance, if combined with a system of faculty appraisal in which most teachers have confidence, and with a robustly funded program for teachers' growth.

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teaching. (See Appendix Nine.) Such a response suggests that the faculty at school I is the most confident of all the schools surveyed in their appraisal system.

[199] See Peter Senge, op.cit., pp. 139-173.

Chapter Seven:

Compensation of Faculty (A Case Study)[200]

The Marie Curie Academy, as discussed in chapter two, occupies an enviable market position in large part because of a dedicated and talented corps of teachers led by an effective, forward-looking team of leaders. In many respects, The Curie Academy (School I) is a model school: academic standards are high, yet the atmosphere is warm and caring; competition for admission to school is fierce, yet once admitted the students seem more supportive than competitive; and the faculty arguably possesses the highest morale among those twenty-one schools surveyed for this study. As previously mentioned, according to the data accumulated in this study, as summarized in appendix 22, the faculty at school I is the most satisfied with its collegial relationships, its school's reputation, its school's philosophy and mission (tied with school E), and its relationship with school leaders (tied with school D). At school I the faculty is also among the most satisfied with its influence on curriculum, its class size, and its professional development. With only one variable--compensation and benefits--does the faculty at the Curie Academy rank among the least satisfied. Does that matter? Can a strong school maintain its competitive strength in the market and its powerful *esprit*, even if its faculty seems dissatisfied with its salaries? Why should a school at the top worry about raising endowment funds to support faculty salaries?

The comments provided by two department heads at the school bear reviewing in order to begin to answer these questions. Recall the comment by one department head at school I quoted near the end of chapter one: "Young people and even talented mature teachers will not remain in teaching (in private schools) if something is not done about compensation and benefits....Even celibate men/women can't live on private school salaries these days, alas." Next to that comment consider the concern addressed by her colleague, the chair of the Science Department at the Curie Academy quoted in chapter four (page 48): "The evidence for a connection between compensation and retention is that we lose people because of financial reasons....We're going to start to compete with public schools increasingly." Turn to the school's own Self-Evaluation, cited in chapter two (pages 33-34): "...the Curie Academy has experienced an increase in turnover in its faculty in the past decade....The process is particularly difficult in cases in which the pool of applicants is small, such as mathematics and science, and minority candidates." Unless the school's own leaders in the front lines as recruitors and supervisors of teachers are wrong, school I has every reason, despite its current success, to plan for the future in order to maintain that success. In addition to such comments as just considered, a consulting team visiting the school heard several anecdotes of cases where the school failed in its effort to recruit this or that teacher in large part because competing schools offered better compensation. We also heard of cases where The Curie Academy lost a "fantastic" teacher to another profession or another region of the country because the teacher found that an equal or lower salary at a school in another region of the country was, in real dollars, more attractive than the salary at The Curie Academy.

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[200] This chapter is based on one section of a consulting report to school I, in which I was a co-author. Wendy Heil was the principal author of this section of the report. The present chapter, although a revised version of that section, nonetheless continues to reflect her thinking. I remain greatly in her debt for helping me shape this chapter.

With a faculty largely composed of teachers who have taught at The Curie Academy from one to seven years (see Figure Seventeen below),[201] school I has one of the youngest faculties of any surveyed in this study. As mentioned in chapter two, according to the data compiled from responses to this survey, only the faculty at school E is younger (see Figure One). We might recall the comment by an admissions director at a prominent nursery school about the demographic phenomenon of older parents raising school-aged children. Such parents would be influenced, she indicated, by the relative age and experience of a school's teachers. In addition, school I shares a market with competitors whose more ambitious endowment campaigns are focusing on faculty salaries as well as physical plant. However attractive its current status within the market, the competitive position five and ten years down the road may be more precarious than at present.[202]

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[201] Source: The Academic Dean at the Curie Academy, "Profile of Faculty."

[202] To focus on one aspect of that challenge, I interviewed the Director of Development at a rival school. She reports that the school has launched a $22 million capital campaign, of which $10 million will be devoted to faculty salaries and student scholarships (phone interview, December 6, 1994). That would be $22 million on top of its current endowment of just under $27 million. In comparison, the strategic plan at The Curie Academy is to increase its current endowment to a total of $20 million, of which an uncertain amount is targeted to boost salaries.

Let us now examine its compensation practices before returning to the questions about why the school should be concerned about the relationship between its compensation and retention of faculty. The faculty handbook emphasizes the fairness of its system of determining teachers' salaries: "The compensation system should be characterized by clarity, predictability, security, and equity so that it is perceived by the faculty as being essentially fair."[203] As at most schools in this study, the compensation system for teachers at The Curie Academy is basically a strict salary system. A new, inexperienced teacher beginning at The Curie Academy typically enters the scale at Level 1, Step 1, at a salary in the mid-twenty thousands. An experienced teacher who joins the The Curie Academy faculty is placed on the scale at a level and step commensurate with her experience and agreed upon by the teacher and the Head of School. Upon completion of the first year at The Curie Academy, the teacher moves to the next step on the salary scale, an increase in salary of about 3.5 percent. (The differences in steps on the scale are graduated so that the higher up the scale, the larger the difference.) This stepwise movement continues for each year at The Curie Academy: "If a teacher is worthy of continued employment at The Curie Academy, he/she deserves to move up within the system."[204]

Teachers who have completed their third, seventh, and twelfth years at The Curie Academy automatically move to the next salary scale level, regardless of where they were in the previous level. These "skips" amount to about a 4.77 percent increase over the previous year's salary. The school rewards teachers of long standing with one extra step increase in years 17, 22, 27, and every five years thereafter. In addition, teachers who assume department head positions and those who have completed advanced degrees are entitled to additional step increases. All department heads receive an increase of five additional steps on the salary scale, in recognition of their increased responsibilities. In keeping with The Curie Academy's commitment to continuing education, teachers who have completed a master's degree or a Ph.D. are entitled to an additional one- or two-step increase, respectively, above their normal salary level with the first contract following the conferring of the degree. Because extracurricular activities are a part of each teacher's job description, they are not assigned extra pay, except in unusual circumstances as determined by the Head of School. Despite some features of the scale individually tailored by this school's head, the basic structure of the scale system is not very different from that in operation at many other independent schools.

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[203] The Curie Academy, School, Manual of Benefits and Policies for Teachers and Administrators, 1994-1995, p. 22.
[204] ibid., p. 22.

Explicitly rejecting the idea of merit pay, the compensation philosophy at The Curie Academy is that "financial incentives should not be used as a primary means to promote good teaching."[205] As such, the incentive component of the compensation system is modest. The Head of School, in consultation with the Academic Dean and the appropriate department or division head, may grant a one- or two-step increase to individual teachers based on exceptional performance. These discretionary raises, a means for promoting professional advancement within the The Curie Academy salary system, are normally awarded for special contributions to the school and the teaching profession. In general, no more than 15 percent of teachers receive these discretionary raises in any one year.[206] Such a system seems to complement and probably contributes to the high level of collegiality and common spirit of community that exists at the Curie Academy.

Issues Surrounding the Compensation System

That teachers are underpaid in relation to other professions is no secret. As was discussed in the preface to this project, both those within the education system and concerned outsiders have long lamented the fact that the critical role teachers play in society is not adequately recognized or financially rewarded. In the past, when the vast majority of teachers were married women whose salary was a nice supplement to their husbands' income, the compensation issue was often ignored in the face of more pressing problems with the education system.

The past decade has witnessed significant demographic and social shifts that powerfully affect the teaching profession. At The Curie Academy, half of the teachers are single, and of those, 60 percent are under age 40. Just under one third of the teachers are in their first three years teaching at this school. (See Figure Seventeen.)

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[205] ibid., p. 22. Thus, as with its performance appraisal system, in its compensation system The Curie Academy resembles the Cyanamid Corporation in reserving incentive pay to reward exceptional performers.
[206] The The Curie Academy School, Manual of Benefits and Policies for Teachers and Administrators, 1994-1995, p. 23.

Figure Seventeen: Faculty Profile at School I

Ages	20-29	30-39	40-49	50-59	60-69	**Totals**
All Faculty	16	24	27	14	4	85
Degrees						
BA/BS	12	9	3	3	0	27
MA/MS	4	13	20	10	3	53
Ph.D.	0	0	3	1	0	4
Male Faculty	1	6	6	0	1	14
Faculty of Color	4	2	2	1	0	9
Single Faculty	11	14	11	5	0	42
Married Faculty	5	10	16	8	4	43
Faculty with Children	2	4	16	13	3	38
Years at School						
1-3	10	14	2	1	0	27
4-7	6	8	7	2	0	23
8-12	0	2	10	5	2	19
13-17	0	0	6	4	0	10
18+	0	0	2	2	2	6

Consciously or not, at present the Curie Academy seems to follow a strategy of hiring promising teachers, nurturing them for a few years, and accepting that most will not remain at the school beyond seven years. A recent study of faculty turnover at The Curie Academy, admirably reflecting the school's concern to study data about the very issues addressed in this chapter, suggests the powerful effect of compensation on teacher retention.

Figure Eighteen: Faculty Turnover at School I
Academic Years 1989-90 through 1993-94

Moved from area	Prof. Advance in Educ.	Moved to another school	Graduate School	Left Teaching	Family Reasons	Position Ended	Contract Not Renewed	Retired
19	2	2	1	9	4	2	13	1

Years of Experience at Resignation

1-3 years	4-7 years	8-12 years	13-17 years	18+ years
27	16	5	2	3

As Figure Eighteen illustrates, of the fifty-three teachers who resigned during the past five years, over 80% did so within their first seven years at the school and just over half resigned within their first three years at the school. Of those forty who resigned despite renewed contract offers, almost half moved from the metropolitan area.[207] While it is possible that some of these faculty members moved to other expensive urban locations, anecdotal evidence indicates that many of these teachers left the city in favor of the suburbs or other regions of the country, where public school salaries are competitive and where the cost of living is substantially lower. The chair of one department worried about the school's vulnerability in losing teachers it wants to "the richer public school districts outside the city." She concluded: "You're really on the edge as a teacher in [this city]."[208] Even more disturbing than the teachers who have left The Curie Academy for schools outside in other areas is the number of faculty members who left the teaching profession altogether. Of the 40 teachers who voluntarily left The Curie Academy during the five-year period studied, almost 25 percent left teaching entirely to pursue other professions. Thus, the compensation issue seems an increasingly important factor in teachers' decisions to remain at The Curie Academy and, indeed, to remain in the teaching profession altogether. The pattern at school I seems to be to recruit young teachers, nurture them for three to eight years, and then lose them when they begin to reach their prime.

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[207] Mrs. Rimini, Academic Dean at the Curie Academy, "Faculty Turnover: Academic Years 1989-90 through 1993-94."
[208] Phone interview with department head, The Curie Academy School, December 1994.

At some of the schools participating in this study, whose teachers averaged twenty and more years of experience in teaching, with ten or more years at their current school, the challenges facing the schools' leaders may be very different: how to encourage and support an experienced faculty towards self-renewal, how to prevent stagnation. At school I, as their own institutional Self-Evaluation acknowledged, the challenge would appear to be: how to encourage and support its strongest young teachers to stay at the school more than five years. Thus, the Curie Academy presents one with a case of a school whose pleasant working conditions, collegial warmth, and institutional loyalty leave the economics of teaching as a principal variable affecting teacher retention.

As one young teacher commented, "The one thing The Curie Academy--and all schools--need to do is pay teachers better. It's demoralizing to see my friends out there making so much more [in other professions] than I am, when I give so much to this job."[209] A colleague responding to my questionnaire wrote: "We follow a pretty strict salary scale that frustrates those who feel they are vastly underpaid, which contributes to flight from the school." A more senior member of the faculty spoke about how "consistently flat raises" during recent years had a "dampening" effect on faculty motivation.[210] Another teacher lamented: "One of the biggest criticisms I have is that the school says it's raising money for faculty, and we never see it." She asked: "How can you feel self-esteem when you're spread too thin, paid too little, and asked to do more, even if the school is doing its utmost to make you feel valued?"[211]

Even in households where the teacher's salary is not the primary income, it is becoming increasingly important in an economy where dual-income families are the norm. Because teachers at school I live in a city where the cost of living is among the highest in the nation, few couples, let alone families, are able to make ends meet on a single salary. As one teacher explained, "We're all in this as a profession, trying to make ends meet. Many of us are the primary wage earner, so the nature of the profession has changed and the salaries have not."[212] Faculty members expressed concern over their perceived lack of input in the process of long-range planning and over their perception that the last endowment campaign did not enhance compensation. An enduring perception that teachers are underpaid may eventually contribute to lower morale among teachers, higher turnover rates, and a smaller teacher applicant pool at even the finest independent schools. Such developments would cost The Curie Academy resources expended in recruiting and training faculty. Thus, teacher compensation is no longer a peripheral issue, but one of fundamental importance to teachers, their families, and the school.

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[209] Interview with a Curie Academy teacher, November 1994.
[210] Interview with a Curie Academy teacher, November 1994.
[211] Interview with a Curie Academy teacher, December 1994.
[212] Phone interview with a Curie Academy teacher, December 1994.

It is here that Maslow's hierarchy of needs is illustrative.[213] Although school administrators and teachers alike affirm that "teaching is a calling," they also acknowledge that, in order for individuals to respond to this call, their "safety needs" must be met first. Indeed, the The Curie Academy Manual of Benefits and Policies for Teachers and Administrators states. "The overall level of compensation should enable the faculty to live with professional and personal dignity."[214] If teacher salaries make it increasingly difficult for educators to fulfill their physiological and safety needs (such as affording rent, food, medical care for their family, and a decent education for their children), they will be less inclined to remain in the profession or to consider it as a viable employment option at all. Clearly, this has implications for both recruitment and retention of qualified, dedicated faculty members.

Teacher recruitment is also affected by compensation levels. There is no formal method for determining how many top candidates The Curie Academy loses to other independent or public schools (other than anecdotal evidence shared among department heads and administrators). However, a study of 1994-1995 salary levels at the major competitor schools indicates that, except for teachers in their first five years at the school, The Curie Academy salaries are consistently among the lowest in the group of comparable schools in its city. The blank box at the lower right of the figure below represents the Curie Academy, school I of this study.

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[213] Gary Dessler, "Fundamentals of Motivation," in Personnel and Human Resource Management (Englewood Cliffs, New Jersey: Prentice Hall, 1991), pp. 47-48. Paradoxically, the Curie Academy seems more successful at addressing what Maslow terms "ego needs" and needs for "self actualization" than it does these more basic needs.

[214] The Curie Academy, Manual of Benefits and Policies for Teachers and Administrators, 1994-1995, p. 22.

Figure Nineteen: Comparative Study of Full-Time Teachers' Salaries at Schools in Metropolitan Area of School I, 1994-1995

	SCHOOL A			SCHOOL B			SCHOOL C			SCHOOL D		
	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group
0-5 years	3	3%	30,750	9	13%	34,888	17	13%	33,808	13	24%	32,308
6-10 years	9	10%	35,110	17	25%	41,775	22	17%	37,503	11	20%	38,018
11-15 years	12	13%	41,880	16	24%	50,495	24	18%	42,870	10	18%	47,240
16-20 years	17	18%	47,565	10	15%	54,700	18	14%	50,336	7	13%	52,071
21+ years	53	56%	55,820	15	22%	56,875	49	38%	56,432	14	25%	61,309
	94			67			130			55		

	SCHOOL E			SCHOOL F			SCHOOL G						
	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Number of Full-Time Teachers	Percentage of Population	Average Salary for Group	Salary Current Rank
0-5 years	15	31%	28,573	29	39%	27,655	8	23%	30,146	14	24%	32,048	4 of 8
6-10 years	8	17%	34,880	7	9%	38,571	8	23%	33,385	12	20%	38,280	5 of 8
11-15 years	7	15%	44,514	9	12%	44,058	3	9%	39,899	10	17%	42,298	6 of 8
16-20 years	9	19%	48,856	10	13%	46,890	7	20%	47,854	15	25%	49,818	4 of 8
21+ years	9	19%	55,217	20	27%	51,570	9	26%	50,037	8	14%	56,425	3 of 8
	48			75			35			59			

When The Curie Academy salaries are compared with the compensation at one of its major competitors among independent schools, the differential between schools is striking: The Curie Academy's salaries range from $2,800 lower than the other school's during a teacher's early years to as much as $8,200 lower later in a teacher's career (see school B in Figure Eighteen).[215] Of particular concern are salaries for teachers with service to The Curie Academy between six and twenty years, where the difference is most pronounced. While the $2,800 differential at the outset might not appear serious, studies have shown that starting salary in any profession has a major impact on later salary levels,[216] and

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[215] Charles Gosse, Director of Finance, Dalton School, Interschool Salary and Benefits Survey (New York, 1994). Note that the school codes by letter do not correspond to those in my survey. Only two of the eight schools in the Gosse study participated in my own study.

[216] Raymond A. Noe, Human Resource Management: Gaining a Competitive Advantage (Burr Ridge, Illinois: Austen Press, 1994), p. 591. This finding is confirmed by the Murnane study that will be discussed more fully in chapter eight. The Murnane study concludes that salaries are especially crucial during a teacher's first eight years. See Richard J. Murnane et al., Who Will Teach? (Cambridge, Massachusetts: Harvard University Press, 1991), pp. 71-72 and Figure 5.2. As Murnane and his colleagues later conclude, "...a $2000 annual salary differential corresponded to a difference in median employment duration of one to two years" (p. 120). They also noted that teachers paid $2000 per year above the average salaries were "about half as likely to leave teaching after only one year than were teachers paid $2,000 below the state average" (pp. 119-120).

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this is true in teaching as well. Moreover, candidates with a long-term perspective may well choose to work at one of The Curie Academy's competitors (or a school outside the city with comparable compensation) rather than risk lower lifetime earnings. While compensation is only one factor in a teacher's decision to join a school's faculty, it is clear that The Curie Academy faces challenges in seeking to compete effectively with the other independent schools in its region. Furthermore, The Curie Academy administrators have no way of determining how many qualified candidates do not even apply to the school, given higher salaries at other schools and in other professions both within and outside of the city.

Nonetheless, in recent years, The Curie Academy and other independent schools have seen an increase in the number of professionals from other fields who are making the switch to teaching.[217] This is an exciting trend for school administrators because many of these candidates are highly qualified specialists in their respective fields. (Given the paucity of math and science teachers nationwide, attracting qualified candidates from other fields may be one way to fill these critical teaching jobs.) While these candidates usually expect to take a pay cut when they enter teaching, they must realistically weigh their "call" to teach against very real economic factors. Thus, the link between compensation and both the recruitment and retention of qualified, dedicated teachers should not be underestimated. Bearing in mind the changing demographics of its parent body, with families where parents are older and hence alert to the experience of a school's faculty, the pattern of turnover at school I, particularly among younger faculty, may leave the school vulnerable in the market place of the future.

To guard against this happening, the Head of School can clearly and positively articulate this vision. In order to ensure The Curie Academy's long-term viability, the Board of Trustees and the administration can make a concerted effort to boost the school's endowment. By promoting gifts to the capital campaign and the Annual Fund, the school's leaders can seek to persuade donors to see their gifts as an investment in the school's premier faculty, and hence reputation, rather than just as a way to boost teacher salaries. The Head of School can sound the call for contributions and reiterate the "investment" theme at every opportunity. One might guess that she is doing just that. Raising endowment funds to support faculty compensation was at the top of the list of both the Head of School and the Academic Dean in their discussion of purposes for the Cure Academy's recently announced capital campaign.[218]

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[217] Interview with Mrs. Curie, Head of The Curie Academy, October 25, 1994.

An analysis of the data from the Interschool Salary and Benefits Study (shown above in Figure Nineteen) shows what it would cost The Curie Academy to raise its salaries either into the top three among its competing schools or to the absolute top of the salary range.[219]

Figure Twenty: Cost of Two Competitive Scenarios
Based on Fiscal Year 1994-1995 Salaries

TOP 3 SCENARIO

	Minimum Raise Needed to be Top 3	Current Number of Full-Time Teachers	Total of All Raises	
0-5 years	$261	14	$3.654	
6-10 years	$3.282	12	$39.384	
11-15 years	$2.219	10	$22.190	
16-20 years	$521	15	$7.815	
21 + years	$1.008	8	$8.064	
		59	$81.107	= Total minimum additional salary expense under Top-3 Scenario

#1 SCENARIO

	Minimum Raise Needed to be #1	Current Number of Full-Time Teachers	Total of All Raises	
0-5 years	$2.809	14	$39.326	
6-10 years	$6.486	12	$77.832	
11-15 years	$8.200	10	$82.000	
16-20 years	$4.885	15	$73.275	
21 + years	$5.885	8	$47.080	
		59	$319.513	= Total minimum additional salary expense under #1 Scenario

In the first scenario, it would cost The Curie Academy at least $81.107 annually to boost its teachers' salaries into the top three among the eight schools considered. This would be an investment worth pursuing, as the gap between the top schools and those compensating faculty at lower levels is likely to widen unless it is carefully monitored.[220] At a five percent annual rate of return on an invested endowment, that $81. 107 represents over four million dollars needed in endowed funds to enable school I

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[218] Interview with the Head of School and the Academic Dean at the Curie Academy, October 25, 1994.

[219] Charles Gosse. Interschool Salary and Benefits Study, New York. 1994.

[220] If The Curie Academy wants to boost its salaries to the top of the salary scale (based on the figures given in the study). it would cost the school an additional $319.513 annually. at a minimum (see Figure Eighteen). Such a goal may be beyond the means of the school. particularly since its competitors' pay scales are also likely to advance.

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to become more competitive for teachers in its market. Realistically, even more money raised for endowment may be needed, unless one assumes that the school's competitors will remain at their current rate of salary increases. A considerable financial commitment would be needed if The Curie Academy wished to compete more effectively with its top competitors in compensating its teachers.

Raising endowment funds is crucial to the ability of school I to become reach such a goal. Other than borrowing money for such a purpose, a risky proposition, The Curie Academy has only one other means besides endowment to fund increases in faculty compensation: increasing tuition. As mentioned in chapter two, The Curie Academy's 1994-1995 tuition is already near the top of the tuition range for similar independent schools in its metropolitan area. Figure Twenty One illustrates why relying upon tuition increases as the principal means of raising compensation would seem imprudent.

Figure Twenty One: Effect of Tuition Increases on Affordability

Rate of Tuition Increase		1998 Tuition	Affordability Threshold	Prospect Families	Change 93-98
Freeze	0%	$13,360	$90,000	16,529	20%
	2%	$14,750	$98,500	14,703	7%
Inflation	3.5%	$15,870	$106,000	13,721	0%
	5%	$17,050	$114,000	12,828	-7%
Status Quo	7.7%	$19,360	$129,000	11,206	-19%

Source: Wickenden Associates, Demographic Trend Analysis for The Dalton School, Princeton, New Jersey, March 1994.

Thus, if school I's tuition were to rise at a rate of inflation, there would be no change in the number of families in its area able to afford its tuition. However, if tuition were to increase by almost 8%, the number of families who could afford to send their children to school I would decrease by almost 20% over a five-year period. Although some continued level of tuition increases above inflation may be sustainable in a market so favorable to The Curie Academy at present, increases significantly above

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inflation might adversely affect the diversity of its student body by further limiting the number of families who can afford to send their children to The Curie Academy. In addition, raising endowment funds in order to offer more competitive salaries would seem to be a wiser, long-term solution.

Perhaps the Curie Academy should encourage major donors to endow faculty chairs as a way to invest in the school. As with the New York Philharmonic, so with independent schools. Following the model of its own Chair Honoring Excellence of Teaching in the Lower School, The Curie Academy might study other schools to examine how endowed faculty chairs can be a means both of recruiting top-notch teachers and of raising the compensation pool for the entire faculty. Major donors who prefer to make a lasting investment in the school (and receive appropriate recognition) may wish to endow faculty chairs rather than donate to the general endowment fund. In addition to serving the needs of major donors, these gifts would provide extra funds for faculty salaries by removing some faculty members from the regular salary pool. In addition, endowed chairs could provide the compensation flexibility necessary to attract math and science teachers away from higher-paying, private-sector jobs.

In conclusion, salaries are linked to The Curie Academy's competitiveness in a number of ways. First, higher salaries would allow The Curie Academy to compete not only within the educational community but also with other professions. While The Curie Academy draws a healthy teacher applicant pool for many openings today, further erosion of its salaries in relation to those at other schools--and in relation to compensation in other professions--will make it more difficult to attract the high-quality teachers it desires. That difficulty is especially true in those areas where the school continues to face challenges in recruiting and retaining teachers--mathematics and science teachers, as well as teachers of color. Further, if prospective students and their parents perceive that The Curie Academy is having difficulty recruiting and retaining top-notch teachers, its core competency, they might be more likely to look elsewhere for their children's education. As discussed in chapters one and two, in the future world of independent schools, the competition for faculty and students is likely to become more intensive.

Chapter Eight:

Appraisal, Development, and Teaming of Teachers (A Case Study)

As illustrated in Figure Sixteen, and as discussed briefly in the latter section of chapter six, one finding of this study is that the faculties at most schools do not believe that their evaluation systems, if in place, work very effectively. The comments from teachers at school N (see Appendix 14) can stand for those at most of the schools that I surveyed:

> The top administrators have little idea of what effective teaching is.
>
> The appraisal system seems irrelevant. It's easy to fake it, to go along with what the administration wants to hear.
>
> The system is good but the administrators don't always use it well.
>
> They don't want to be evaluated themselves so the whole process has been weak.
>
> Not systematic, not really honest and doesn't utilize department heads or team leaders who work closely with all faculty.

Since the teachers at school N have the least satisfaction with their school's leaders of any other faculty in this study, one may hear behind such comments a certain amount of sour grapes. However, it seems more than coincidental that the same faculties who rank their satisfaction with their leadership most positively (schools D, I, and C) also are the exceptions to the rule that teachers do not have confidence in their school's system of appraisal. That is, if teachers trust the system of appraisal, they seem likely to have confidence in the school's leadership. Furthermore, no matter how strong the system, no faculty seems to lack some who lack confidence in its efficacy. Wrote one teacher at school D, "We really only use it [a system of appraisal] when there is a problem. We need a way to effectively evaluate for growth and change."

Let us take a closer look, then, at the system of appraisal and the program to support professional growth at school I (renamed fictionally as The Marie Curie Academy), whose faculty is perhaps the most satisfied both with the school's leadership and with the system of appraisal. Only two schools (L and J) have faculties collectively more satisfied with the programs that support teachers' development. What is school I doing so well? What can other school learn from its models and, perhaps, even from its imperfections?[221]

As at companies like Merck, whose Employee Relations Review Committee identified the most difficult issues as those "related to identifying and rewarding performance,"[222] the process by which members of the faculty at the Curie Academy are appraised is a delicate and sensitive issue.[223] In a school with such a strong market position and with such a careful process of faculty recruitment, most teachers consider their colleagues and themselves to be both talented and dedicated. The profile of the faculty at the Marie Curie Academy resembles that of the work force at The American Cynanamid Company. Both firms employ highly skilled, well-educated workers, most of whom are "motivated at least as much by pride or the desire to excel as they are by the hope of better pay." Thus, the climate at the Academy seems akin to that described by Saul Gellerman and William Hodgson as existing at American Cyanamid : "...in companies that hire selectively, promote on the basis of superior performance, and reassign or dismiss on the basis of inadequate performance, the distribution of performance does not follow a bell curve but is skewed disproportionately toward superior performance. Therefore, ...professional pride can be a powerful motivator and should not be discounted in considering how changes in performance appraisal and compensation systems will affect the productivity of knowledge workers."[224] As at American Cynanamid, performance appraisal is linked to compensation at the Curie Academy only in the case of exceptional work; at the most the top 15% of its teachers are granted merit bonuses in any one year, and some years no such bonuses may be given (as discussed in the previous chapter). One member of the faculty wrote us that she considers an extremely important factor for her happiness at the school that her colleagues are "extremely competent, dedicated, [and] highly educated."[225] In speaking with students, we heard much praise for their teachers. "X is a great teacher," was a common response. Only the faculty in one department received less than enthusiastic comments from the students.

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[221] Like the other case study chapters, this chapter is based upon a consulting report completed by two students from Columbia Business School and two students from Teachers College. I was the principal author of the section on appraisal and Carolyn Everett was the principal author of the section on faculty training and development. I am grateful for her contribution to this chapter.

[222] Kevin J. Murphy, "Merck and Co., Inc. (A)," Harvard Business School Case 9-491-005 (Cambridge, Massachusetts: Harvard Business School, 1990; revised, 1991), p. 4.

[223] Regarding systems of performance appraisal, a wise cautionary note is offered by Saul Gellerman and William Hodgson in their essay about The American Cyanamid Corporation: "Satisfying the desire for recognition and advancement of these professional or quasi-professional employees often conflicts with the preference of the organization's bureaucracy for uniform and easily administered procedures like the performance appraisal" ("Cyanamid's New Take on Performance Appraisal," Harvard Business Review, May-June 1988, p. 4).

[224] ibid., p. 7.

Most recently revised five years ago, the evaluation system at Marie Curie Academyhas a clear set of objectives: "to provide feedback about performance in the current position, to further professional growth in ways that benefit the individual and the School, and to provide a sound basis for decisions about employment."[226] The structure for evaluation does not formally adhere to a "performance planning and evaluation system."[227] However, since the small team of administrators meets formally and informally with the department heads responsible for the performance appraisal and periodically communicates the strategic mission of the school to all staff, it seems fair to conclude that the school is informally aligning its system of evaluation to its strategic objectives. For instance, one goal communicated clearly by the Head of School is that teachers must adapt to their roles in a world shaped by rapidly evolving technologies; in our discussions with teachers, they seemed to understood the significance of this commitment. However, whether the appraisal system would enable a department head to evaluate a teacher based on the teacher's acquisition of knowledge needed to support this part of the strategic plan is unclear.[228]

The formal evaluation system outlined in the manual reflects the relatively small size of the institution, the complex nature of the service provided, and the culture of a school for whom measurement systems described by phrases like "behavioral observation scales" and "organizational behavior modification" would threaten to compromise the atmosphere of support for risk-taking so crucial to a successful school. There are no graphic ratings or "mixed standard" scales with forced distributions of ratings, such as Merck employed when it revamped its system of performance appraisal. Although the school acknowledges that verbal reports from parents and students are considered by division heads, department heads, and the Academic Dean, the formal system does not include written evaluations by students or parents. Rather, as the school's Self-Evaluation report states, "...responsiveness to student and parent concerns is a factor in evaluating teachers and administrators."[229] For teachers in the Lower School, the process of evaluation is directed by the Lower School Head. For teachers in the Middle and Upper Schools, the Academic Dean supervises the process whereby department heads evaluate members of their own departments.

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[225] Response given anonymously on a questionnaire distributed to a focus group of teachers, November 18, 1994.

[226] The Marie Curie Academy, Manual of Benefits and Policies for Administrators and Teachers (March 1994), p. 25.

[227] Raymond Noe et al., Managing Human Resources: Gaining a Competitive Advantage (Irwin, 1994), pp. 236-237.

[228] In one interesting conversation, a department head placed her department's learning to incorporate computer technology in the curriculum as a higher priority than her devoting time to visiting classes so that she could appraise the teachers' performance. However, teacher training and appraisal are tightly interrelated.

Department heads at the Marie Curie Academy evaluate teachers in their first two years in a process that is supportive in spirit and well-detailed in letter. This process includes recommendations about the number of classes taught by colleagues that a new teacher should visit, consultations with and observations by the department or division head, a mid-year written assessment completed during the teacher's first year, and an annual written evaluation completed during the spring. The teacher may submit her or his own statement of evaluation, to be included alongside the supervisor's evaluation in the school's personnel file. Teachers who have taught at the Academy for more than two years are evaluated every other year, in a process that loosely resembles "management by objectives," insofar as the teacher and department head meet at the beginning of the year in order to discuss "specific goals and share specific thoughts about that teacher's performance."[230]

In addition, department heads themselves are evaluated annually in a system described as a "flexible" review of their leadership in curricular development, long-range planning, hiring and supervision of teachers, and successful completion of administrative details. Every two years, a department head invites an administrator to observe at least one of her classes, and every fall each department head meets with the Academic Dean and the Head of School to review the department's goals for the year. Following that meeting, in consultation with the division heads, the Head of School writes a letter summarizing the conversation and discussing the prospects for the department's future development.

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[229] The Marie Curie Academy, Self Evaluation, 1990, p. 33.

[230] The Marie Curie Academy, Manual of Benefits and Policies for Administrators and Teachers (March 1994), p. 25.

In addition to these standard procedures, the faculty manual contains a clearly worded description of the written process followed in those cases where the school is considering the non-renewal of a teacher's contract. Such a teacher would receive a contract in the spring for the following year, along with a letter written by the department head, who delineates specific deficiencies and areas of concern and recommends resources, training, and other strategies that might lead to an improvement in performance. Early during the following fall, the teacher and department head meet to review the concerns stated during the past spring, discuss work accomplished during the summer, and agree upon goals to be addressed in the fall. At the end of the fall term, the department head and the teacher meet to review the teacher's performance during the fall. At this meeting the department head recommends either continued employment or termination. So that teachers whom the Curie Academy does not intend to rehire have time to seek employment elsewhere, a letter of intention to terminate employment is written and delivered to the teacher by February 1. As at most independent schools, teachers and administrators are employed under one-year contracts.

Thus, the formal system of performance appraisal at the Curie Academy can be described as hierarchical, with a clear line of responsibility running from the Head of School to the Lower School Head or Academic Dean and from the Academic Dean to the department heads, who bear the principal responsibility for evaluating teachers. Direct observation of teaching is the most important basis for formal evaluation, but that evaluation is undoubtedly influenced by informal communication with students, parents, colleagues, and administrators. Because the size of the work force at Marie Curie Academyis rather small, and because department heads are recognized by teachers as outstanding fellow practitioners, the formal process of appraisal at the school relies upon the quality of the evaluations written by department heads. The formal system seems designed to focus the most attention on two groups: relatively inexperienced teachers and teachers whose performance does not meet the high standard set by the school.[231] For most teachers the system of appraisal is a means of recognizing a high level of present performance and of supporting teachers in their self-motivated plans for future growth.

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[231] Over the past five years the Marie Curie Academy has not renewed contracts for thirteen teachers; thus, one might assume that the process described for teachers whose careers at the school are in jeopardy has been used with about two teachers per year out of a faculty that presently numbers 85. Source: "Faculty Profile" completed by the Academic Dean, 1994.

It seems safe to say that for many teachers the process of informal feedback is as important as the process of formal feedback. The informal process follows the principle that "employees should receive such frequent performance feedback that they already know exactly what their formal evaluation will be."[232] The geographical closeness of the teachers and supervisors makes such informal, regular feedback possible. For instance, the Lower School Head often visits classes and writes notes to teachers about what she has observed. Through frequent, casual visits to the classrooms, department and division heads can observe what is happening and keep abreast of any developments. This friendly, professional style of interaction was evident when visits to classrooms by a consulting group from Columbia University were met with smiles by teachers apparently comfortable with visitors watching them at work.

The informal system also maintains a spirit and practice of self-assessment that serves as a foundation for the assessment by a supervisor. The high state of morale among the faculty at the Curie Academy suggests not only that effective performance is followed by praise, but also that benefits like summer grants for professional development are received as signs of positive appraisal.[233] The process for discussing concerns and problems with a teacher suggests that the school takes a collaborative problem-solving approach with clearly defined dates for achieving and reviewing performance objectives. Thus, the school embodies many "textbook" principles for effective appraisal systems that follow legal guidelines regarding unjust dismissal.[234]

One teacher even noted how the generally supportive culture of evaluation complements the institution's role as a school for girls. "As a girls' school we are very supportive," she said. "The negatives are not emphasized unless you do something pretty gross in misconduct."[235] One department head argued that her concentration on younger teachers or on teachers having difficulty is in the interest of efficiency: "So if I'm going to spend time, it's with someone whom I need to observe."[236] Another department head suggested that, because her colleagues and she are in and out of each other's laboratory and teaching spaces constantly, a more regimented procedure of gathering information about teachers might duplicate observations already made on an informal basis.[237] Collaboration with the Division Heads and the Academic Dean has enabled department heads to encourage a teacher's process of growth because an administrator already had made the "perceptively judgmental comment." A department head commented: "[I] can often be the coach, not the critic, whereas [the Academic Dean and Middle School Head] can be the constructive critics."[238] In sum, as the Academic Dean observed, the Curie Academy appears to have an appraisal system that "works pretty well."[239]

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[232] Noe et al., op. cit., pp. 270-271.

[233] One anecdote involves an art teacher who told us of receiving a generous grant to study art at a Shinto Center in Japan. So that she could continue her study through September, the school hired a substitute teacher. "You really want to work hard for a school like that," the teacher exclaimed.

[234] This discussion of the evaluation system at Marie Curie Academytakes note of several recommendations for improving the process of performance feedback in Noe et al., op.cit., pp. 270-273.

[235] Telephone interview with a member of the Curie Academy faculty, November 1994.

[236] Telephone interview with a department head at the Academy, November 1994.

Judging from the respondents who teach at the Academy, her positive assessment sounds like an understatement. When asked whether the system of appraisal enables administrators to distinguish effective from ineffective teaching, two thirds of those who responded to the question indicated "yes." (See Appendix Nine.) As mentioned near the end of chapter six, no other faculty felt so confident in the fairness and accuracy of its appraisal system. What do the teachers themselves write? What traits of the system by which they are evaluated make it effective? One teacher at the Curie Academy commented that the process works because "each teacher is evaluated several times and those evaluations give an administrator an opportunity to see how effectively a teacher performs in the classroom." Another wrote about the frequent, attentive contact maintained by administrators and teachers: "Division and departmental heads monitor a beginning teacher's classroom routine more than once a year. Division and departmental heads are in touch with the climate of the student body and freely offer their observations on the general well-being of the student body." A third respondent agreed that the school's administrators "are hands-on so that they have a good sense of how well a job is being done." A fourth commented that the system enables administrators to detect ineffective teaching and, if necessary, determine not to renew an unsuccessful teacher's contract. "The less effective teachers don't remain too long at our school," this teacher wrote. Thus, the sytem described in the faculty manual is implemented through frequent, direct observation of teaching by department heads, division heads, and the Academic Dean. In contrast, the most common complaint of teachers at many other schools is that administrators rarely see them teach and seem too removed from the daily life of the classroom to evaluate their performance well.

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[237] Telephone interview with department head at The Curie Academy, December, 1994. Despite these views about informal appraisal, this same department head also stated her goal of making four formal classroom observations a year, "when times are good." She added: "When times are not good, I may get in once or not at all." Such a reality, given scarcity of time, contrasts starkly with her ideal: "The ideal understanding would come from consistency of following the teacher on a daily basis. That would have to be a major piece of responsibility. We don't have a tremendous amount of time carved out to do that. The bottom line is that we all know each other pretty well, and by the end of the year we know each other's strengths and weaknesses well. The piece that sometimes is missing is close visiting."

[238] Telephone interview with a department head at The Curie Academy, November 1994.

[239] Interview with Mrs. Rimini, Academic Dean, October 25, 1994.

At this point, several salient features of both the formal and the informal system of appraisal at school I (The Curie Academy) deserve emphasis:

- The Curie Academy employs an Academic Dean, one of whose principal responsibilities is to oversee the appraisal system. At most she teaches one class; much of her time is devoted to watching, supporting, and assessing the school's faculty. Moreover, evaluators (principally department heads) are themselves evaluated in part according to the effectiveness of their implementing the appraisal system.
- The four aspects of the appraisal system most often mentioned by respondents at school I constitute the core of an effective program: yearly evaluations, full-period classroom observations, a special process for beginning teachers, and goals-setting conferences with supervisors. In contrast, many schools with less effective systems rely more often upon self-evaluation (see Appendix 22).
- The appraisal system does not attempt to make fine distinctions between very good and good teachers. Rather, the emphasis with most teachers is on positive encouragement and support. The supervisors concentrate on teachers at the beginning of their careers or those who are having difficulties.

These traits--administrative oversight, systematic and direct observation of teaching, and generally positive focus on teachers--are those singled out by Michael Fullan as the essential traits of effective programs for teacher evaluation.[240]

It may be worth noting that this system is not executed perfectly. What systems involving people and finite resources are? Most teachers at the school would probably agree with the concise description of the actual evaluation process provided by one employee: "good for new teachers, minimal for those here a while." Or, as another employee wrote, the system "seems to be quite informal--unless there are problems."[241] One member of the faculty, who praised the school as undertaking a "very conscious and strong effort" to appraise new teachers and who described the school as "quite conscientious" about those teachers having trouble, told us that she had not been formally evaluated during her entire tenure at the school.[242] One department head, after describing the informal culture of evaluation as "very robust" and praising the development of a formal process absent when she first came to Spence, acknowledged that she has not observed all teachers in her department, nor has she written evaluations on each member of her department as often as she should.[243] She was self-critical of her performance in comparison with another department head who observes at least two classes before writing an evaluation of a teacher. At least in the past, the Academy has not been consistent in offering new teachers a formal evaluation, as specified in its faculty manual. One young teacher commented several years ago: "While the informal feedback from colleagues last year was abundant and particularly helpful, it would have been valuable to have received a written summary of the department's evaluation of my work at year's end. The school may want to review how consistently it adheres to the evaluation policy outlined in our handbook."[244]

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[240] Michael Fullan, op.cit., pp. 324-325. See also Michael Beer, "Performance appraisal," The Handbook of Organizational Behavior, Jay W. Lorsch, ed. (New York, New York: Prentice-Hall, 1987), pp. 286-300.

Thus, while the Marie Curie Academy has developed a system of evaluation that represents significant progress over its previous, more informal, system of evaluation, and while its system of appraisal enables the school to motivate and maintain a talented body of teachers, the school probably does not possess a system rigorous or valid enough to connect compensation incentives to performance. In addition, since the appraisal system does not specify the criteria for evaluating teachers with the same specificity that it provides for department heads, the school might be at risk if an employee or employees were to claim that criticism in a performance appraisal was biased or was not connected to clearly stated criteria. Since the system at the Marie Curie Academy does not rely upon "360 degree feedback" that includes formal input from customers (students and parents) and fellow employees,[245] the strength of the system depends almost exclusively upon the skill of the Lower School Head or upon the combined talents of department heads, division heads, and the Academic Dean in the Middle and Upper Schools. Finally, the system only differentiates its treatment of employees in three broad groups: less experienced teachers, experienced teachers who are having difficulty, and experienced teachers whose performance is strong. Only in a very broad sense does such a system adapt to the differences in its employees' careers and diverse plans for growth.

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[241] Statements gleaned from questionnaires completed anonymously by teachers who met with in a focus group with a consulting team from Columbia Busines School and Teachers College, November 18, 1994..

[242] Phone interview with member of faculty at the Curie Academy, November 1994. I do not identify the number of years this teacher has been at the school, in order to protect the teacher's anonymity. However, this teacher is well above the mean of faculty tenure there.

[243] Phone interview with a department head at the Curie Academy, November 1994.

[244] A beginning teacher, The Marie Curie Academy, Self-Evaluation, January 1990, p. 30. This teacher added that, except for this suggestion, she could not imagine a more supportive environment that would give a new teacher such a chance "to fall in love with her profession."

[245] See Joann S. Lublin, "It's Shape-Up Time for Performance Reviews," Wall Street Journal, October 3, 1994.

Nonetheless, that system of appraisal seems best for the institution, and it is certainly among the strongest, if not the strongest, of those in place at the schools surveyed. The best appraisal process an institution can afford should not consume resources better expended on the compensation and development of the school's faculty. As the example of a firm like Hoffman-LaRoche shows, genuinely enhancing a system of appraisal can be time-consuming and expensive, so much so that some companies like Ceridian Corporation and Wisconsin Power and Light "are dropping routine reviews for everyone except bad apples."[246] The Marie Curie Academy already illustrates Gellerman and Hodgson's model for designing a system to appraise the performance of highly skilled and well-educated employees: "with highly educated workers, performance appraisal systems that are designed to support rather than deflate egos bolster motivation and promote acceptance of a salary administration system, at no greater financial cost whatever."[247] Thus, the well-designed appraisal system at school I is a model of effectiveness for a school that does not rely upon such a system to make distinctions among teachers in order to justify decisions about merit pay.

In addition to the above observations, the school's leaders may wish to consider the degree to which the strategic mission of the school is integrated in the system of appraisal, so that as the mission shifts the faculty is made fully aware that the criteria upon which their performance is evaluated may also shift. Even so successful a school as the Curie Academy may benefit from considering how its system of appraisal will help it adress the school leader's changing vision of the service that teachers will provide. For instance, enrolling a more diverse student body and increasing the diversity of the faculty are two related goals of the school's strategic plan. However, merely increasing the numbers of minority students and teachers may not by themselves improve the effective management of diversity, as I suggest in chapter five. Terry Cox and Stacey Blake argue that, although an institution like the Marie Curie Academy may benefit from a single manager of diversity, its appraisal system needs to incorporate accountability "with every manager" for advancing institutional aims in this area. "Changes in the performance appraisal...processes are often needed to accomplish this," they note.[248]

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[246] ibid., page number unknown.

[247] Gellerman and Hodgson, op.cit., p. 7.

Teachers at the Curie Academy expressed satisfaction not only with the school's program for appraisal, but also for its support of their own professional growth. The respondents to my questionnaire comment on the same key elements of effective programs for teacher development that are discussed in the latter pages of chapter six. One teacher at the school concisely stated the return on schools' investment of resources on professional development: "Curriculum grants directly impact on courses and/or instruction." One of her colleagues echoed that comment: "The workshops and conferences that I have attended have most definitely had a very postitive impact on my teaching methodology." A first-year teacher at this school praised its three-day summer seminar--a "beginning teachers institute devoted to teaching strategies, classroom management, parent conferences, etc."--as helping her organize her strategies for curriculum and assessment. Mid-career teachers also wrote about the Curie Academy's strong support for their renewal. Faculty sabbaticals are praised by a teacher at school I as vital to "revitalize the experienced teacher." Another teacher at school I wrote about the impact of her school's helping fund her study in Japan: "Leaving the United States and immersing myself in the life and customs of another culture greatly energizes and revitalizes teaching as well as life."

Thus, the course of training and professional development at the Marie Curie Academy begins even before a teacher is hired and continues throughout a teacher's career at the school. The first phase of this training is best described by a teacher in the school's self-evaluation report: "My orientation to The Marie Curie Academy began during the interview process and has continued through my first academic year. The initial interview with the head of the Lower School introduced me to various Lower School teachers' methods in their classrooms. Also I learned of the expectations of classroom management and responsibility, as well as learning objectives."[249]

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[248] Terry Cox and Stacey Blake, "Managing Cultural Diversity: Implications for Organizational Competitiveness," Academy of Management Executive, (Vol. 5, No. 3, 1991), p.137.
[249] Lisa Belshaw, account cited in The Marie Curie Academy, Self-Evaluation (January 1990), p. 29.

"Orientation" at the Curie Academy is an ongoing process. In the same Self-Evaluation, another teacher wrote: "what impressed me the most is that my orientation to [the Academy] did not stop...I was encouraged--by my colleagues and by members of the administration-- not only to adjust to the school but to...contribute to its growth and, possibly, to its change. As a new teacher, such an invitation was, and continues to be, very exciting."[250] This beginning teacher's response is not unique. The school's culture seems to engender positive feelings of mutual respect, self-esteem, comfort, support, and desire to contribute to professional growth. The overall culture at the Curie Academy is one that encourages the sharing of ideas. This sharing is a major contributing factor to the ability of each teacher to carry out successfully almost every aspect of his/her job. A teacher can easily tap into the experience of a colleague in a wide range of areas--from home room procedures to teaching methods, and from student discipline problems to personal concerns. No wonder that the faculty at the Curie Academy (school I) expresses the highest level of satisfaction with its collegial relationships! (See Appendix Twenty Two.)

More formal orientation is provided by two handbooks, The Marie Curie Academy Handbook For Administrators and Teachers and The Manual of Benefits and Policies For Administrators and Teachers. In addition to covering basic informational material, these handbooks clearly outline teachers' responsibilities and opportunities. The Faculty Club also plays a role in teacher training and development. When a teacher first joins the school, members of the Faculty Club walk new teachers through the handbooks and arrange introductions to other faculty and administrators. The association also arranges a number of more formal talks throughout the school year. Administrators also spoke of training offered faculty this year in conflict resolution and computer technology, as reflections of the school's commitment to continuous training.

By looking at an organization's budget, one can evaluate the values of the organization. The leadership of an organization can effectively demonstrate its priorities by allocating funding to the areas it claims are most highly valued. The Curie Academy claims to value teacher development, and this claim is manifested through the support and incentives it offers for this purpose. The school's strategic plan includes as an objective expanding funds for professional development to one percent of the operating budget.[251] While such a percentage is roughly half the amount private industry spends on training in the United States,[252] in comparison with other independent schools the Academy's investment in faculty development is high.[253]

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[250] Beginnning teacher's account, cited in ibid., p. 30.

As mentioned above, teachers are awarded salary increases for advanced degrees. While it is not clear that this advanced study will help the teachers better perform their jobs, this practice does send a message about the value placed on personal growth and development and the respect and interest that the school takes in the education of its staff. The faculty itself plays a major role in distributing the available funds. The Professional Development Committee, which is composed of teachers, helps determine how the money is spent. According to the Manual of Benefits and Policies, financial support is available for workshops and conferences, tuition reimbursement for advanced degree programs (up to $1800 a year), development in technology and general curriculum areas, a sabbatical program for senior faculty, and non-degree study for personal growth. There are additional awards and programs, and even an endowed chair, that reward teaching excellence.[254] Although more may be better, the vast majority of the staff feels that the financial support offered for development serves to encourage the values espoused by the school.

While the school gets high marks for encouraging teacher development from almost all of its constituencies, certain challenges remain. Training and development will be crucial to enhance the Curie Academy's ability to create a truly diverse teaching body and to keep up with technology. The first step in creating a diverse faculty is learning different methods of seeking out and attracting minority professionals, as discussed in chapter four. Furthermore, as discussed in chapter five, it is not easy for a school's teachers to learn to be open minded, both in its hiring customs and to its teachers on the job who come from diverse backgrounds. For example, teachers who come from different cultures might use what appear to the Academy's faculty to employ unusual teaching styles and methods. It seems likely that in order to increase staff diversity successfully, training will be required to develop the necessary habits of teamwork, inclusiveness, and support necessary for success. Investment in such training should help the Curie Academy reap the rewards in the quality of decision-making that effective management of diversity can produce.[255] As Taylor Cox and Stacy Blake note, "It is important to treat training as an on-going education process rather than a one-shot seminar."[256] An ongoing commitment to such a process may be needed, as may be a stronger commitment to support teachers of color who seek to grow into positions on its leadership team that, among other things, plans for staff development.

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[251] The Marie Curie Academy, Stategic Plan, 1994.

[252] Lisa Lynch, "Payoffs to Alternative Training Strategies at Work," in R. Freedman, ed., Working under Different Rules (Russell Sage Foundation, 1994), p. 73, table 3.2.

[253] For example, a school across the street from the Curie Academy expends approximately $30,000 of its $8 million operating budget on faculty development. (Source: Interview with that school's Director of Academic Affairs, November 17, 1994.)

[254] The Marie Curie Academy, Manual of Benefits and Policies for Administrators and Teachers, 1994-1995, pp. 13-19.

In a world of ever-increasing dependence on technology, the Marie Curie Academy will need to keep up with competing schools in the area of computer usage, and teachers will need to be trained to prepare the students for this new world. Determining the type of training required for both teachers and students can be difficult. Training teachers (who then train students) to think in ways that would allow them to access information via computers is essential. From observations of the school's computer classes, it was clear that this skill is precisely what is being taught. However, it is not clear that this training is incorporated into classes other than those specifically dedicated to computer use. When a sampling of teachers were asked if they were familiar with computers and if they incorporated this technology into their role as teachers, it was surprising to hear that several teachers felt that they had brought technology into the classroom through such activities as using word-processing programs to write up their class tests. This does not teach the use of technology in the broader sense understood by the Head of School.

While needing to stay current with technology, the Academy also should be applauded for the more traditional aspects of teaching that make this school so special. It is in vogue these days to try to incorporate technology across the board, in all areas. But the notion of this school's active students sitting in front of computer screens a good part of the day, using computer programs to learn core subject material, would be depressing. Without the girls' interaction with each other and with their teachers, much of the value of the Academy would be lost. Seeing, firsthand, the students' excitement for learning how to think, the high levels of energy and involvement, the security and confidence to accept challenges and take chances, and the spirit of camaraderie, one senses that the social interaction of the school's community is fundamental to its success. New is not always better.

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[255] See Taylor Cox and Stacy Blake, op.cit., pp. 45-56.
[256] ibid., p. 53.

There is one message that was repeated in each discussion with the members of the Marie Curie Academy teaching staff. They all seemed to be highly motivated to perform at superior levels, and most seemed to feel empowered to achieve these goals. Extensive research studies about how employees' participation in decision making affects productivity suggest that the Curie Academy is the type of organization to profit greatly from such involvement. As David Levine and Laura D'Andrea Tyson summarize in their review of such studies, companies depending highly upon workers' flexibility and creativity to perform tasks that are complex and require broadly discretionary judgment are especially well-suited to a team-based organizational style. They conclude: "The empirical literature strongly suggests that employee participation, correctly done, has positive effects on productivity."[257] Key traits of successful programs include "substantive decision making rights rather than purely consultative arrangements...in an environment characterized by a high degree of employee commitment and employee-management trust."[258] Furthermore, Levine and Tyson discuss the features of the Japanese *ringi* system that include joint committees where management and employees work together "in forming high-level strategic plans and general firm policies." They add that production methods teaming workers and managers support stronger monitoring of worker effort.[259]

Even with such a high level of teamwork established at the Curie Academy, so that the faculty feels as positively as the faculty at any other school about its collegial relationships and its relationships with the school's leadership, an issue of achieving this level of teamwork with a more diverse faculty and administration remains. As discussed in chapters two and four, the culture and techniques that have proven so successful in a relatively homogeneous faculty should be expanded in order to attract and retain a more racially heterogeneous group of teachers and leaders. If the school's administrative team remains exclusively Caucasian, such a composition may constrain the level of decision-making among the team members. Taylor Cox and Stacy Blake cite a series of studies by Charlan Nemeth showing that "the level of critical analysis of decision issues and alternatives was higher in groups subjected to minority views than in those which were not. The presence of minority views improved the quality of the decision process regardless of whether or not the minority view prevailed. A larger number of alternatives were considered and there was a more thorough examination of assumptions and implications of alternative scenarios."[260] Even if one were to discount such an argument about the decision making of mixed versus homogeneous teams, the most critical issue facing the Curie Academy with regards to appraisal, development, and teaming of faculty would seem to be this question of embracing racial diversity, from the Board level through the school's leadership team. Otherwise, the school may fall short of an important goal in its Strategic Plan: "To attract and retain an outstanding faculty that better reflects the ethnic and racial diversity of the student body."[261] In virtually every other aspect discussed in this chapter--faculty appraisal, development, and teamwork--, the Curie Academy provides a model for independent schools to emulate, if not envy.

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[257] David Levine and Laura D'Andrea Tyson, op.cit., p. 204.

[258] ibid., p. 184. Such participation sometimes includes employee representation on boards of directors (p. 190). However, several studies reviewed by Levine and Tyson show mixed effects on productivity of such a step, ranging from "mildly negative" to "positive but modest" (pp. 200-201).

[259] ibid., pp. 223-225. Quotation from p. 224.

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[260] See Taylor Cox and Stacy Blake in op.cit., pp. 45-56. Cox and Blake cite two publications: Charlan Nemeth, "Dissent, Group Process, and Creativity," Advances in Group Processes, vol. 2, 1985, pp. 57-75; and Charlan Nemeth and Joel Wachter, "Creative Problem Solving as a Result of Majority versus Minority Influence," European Journal of Social Psychology, vol. 13, pp. 45-55.

[261] Strategic Planning Committee, The Marie Curie Academy, Faculty Subcommittee, Goal # 1.

Chapter Nine:

Do Higher Salaries Make Better Faculties?

When a group of students from the Columbia Business School and Teachers College of Columbia presented the results of their consulting report to school I, our classmates and teacher provided us with a simulation of a discussion that may engage school heads and school boards when the subject of increased compensation arises. Our principal recommendation to this extremely well-managed school, as discussed in the previous chapter, was that the school devote the bulk of resources raised in its next capital campaign to raising the endowment in order to support a higher level of faculty compensation. Our classmates and Professor Ann Bartel, our teacher, asked: "How can you assure us that higher salaries would result in a better group of teachers?" We scurried to Professor Pearl Kane, the director of the Klingenstin Center at Teachers College, asking if she knew of any study that would demonstrate such a correlation. She did not know of any, and to this date I have been able to locate no such study that focuses on teachers in independent schools. There is at present no firm foundation on which to respond to such a question about whether salary levels matter significantly in helping independent schools attract and retain the type of teachers they want to educate children at their schools. In her response to our group's written consulting report, Professor Bartel complimented our group for making "convincing arguments about the need for [school I] to address faculty compensation." However, she added: "Perhaps you should check the economics literature for research on the relationship between faculty salaries and teacher retention." My guess is that our colleagues' questions and our teacher's nagging skepticism reflect the reactions of many trustees when a school's head sings a hymn on behalf of increasing pay for the school's faculty.

This chapter is a modest effort to respond to such skepticism. The effort is modest because, in fact, surprisingly few studies of the nature sought by Professor Bartel have been completed. Over three decades ago John Kershaw and Roland McKean commented upon how few of the studies offering projections about the supply and demand for teachers focus on salary, "which in many ways is the most critical variable of all....It should be clear that salary levels have something to do with the numbers and kinds of persons who are attracted to teaching."[262] As Bill Rickman and Carl D. Parker have noted:

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[262] John A. Kershaw and Roland N. McKean, Teacher Shortages and Salary Schedules (New York:McGraw Hill, 1962), p. 13.

"Little is known on an empirical basis about the nature and significance of economic factors that influence teacher movement into alternative occupations, although studies have noted that higher salary is an important reason for leaving teaching."[263] We might recall the conclusions of Hye-Sook Kim, whose microeconomic study suggests a strong relationship between compensation levels and the recruitment of new teachers, as discussed in chapter one. Nonetheless, the research extant today is focused on public school teachers and on teachers in institutions of higher education. One finding of my study is that there is a strong need for further research on the question of whether levels of compensation matter in building and managing strong independent schools.[264]

The question about salary levels and the quality of education is also extremely complex because there are three distinct areas into which the question can be divided and analyzed:

- Would higher salaries for teachers in public and private schools , relative to salary increases in other industries, result in attracting and retaining better educated and more skilled workers to the teaching profession?
- Would higher salaries enable an individual independent school to attract better educated and more skilled workers than its competitors?

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[263] Bill D. Rickman and Carl D. Parker, "Alternative Wages and Teacher Mobility: A Human Capital Approach," Economics of Education Review (Vol. 9, No. 1, 1990), p. 74.

[264] The recent studies exploring the connection between compensation, recruitment, and attrition of teachers are as follows: Ronald Ehrenberg, Hirschel Kasper, and Daniel Rees, "Faculty Turnover at American Colleges and Universities: Analyses of AAUP Data," Economics of Education Review (Vol. 10, no. 2), pp. 99-110; Eric A. Hanushek, "Throwing Money at Schools," Journal of Policy Analysis and Management (Vol. 1, No. 1, 1981), pp. 19-41; Hye-Sook Kim, "A Microeconomic Approach to the Issue of Quality in the Teaching Force," a paper presented at the annual conference of the American Educational Finance Association, March 18, 1993 (ERIC 358-579); Richard J. Murnane et al., Who Will Teach? Policies that Matter (Cambridge, Massachusetts: Harvard University Press, 1991); Richard J. Murnane and R.J. Olsen, "The Effects of Salaries and Opportunity Costs on Length of Stay in Teaching," Journal of Human Resources (Vol. 25, 1990), pp. 106-124; Richard J. Murnane, J.D. Singer, and J.B. Willett, "The Influences of Salaries and 'Opportunity Costs' on Teachers' Career Choices: Evidence from North Carolina," The Harvard Educational Review (Vol. 59, 1989), pp. 325-346; National Center for Education Statistics, "Teacher Salaries: Are They Competitive?" Issue Brief, March 1993 (ERIC 357-489); Bill D. Rickman and Carl D. Parker, "Alternative Wages and Teacher Mobility: A Human Capital Approach," Economics of Education Review (Vol. 9, no. 1, 1990), pp. 73-79); and Neil D. Theobald, "An Examination of the Influence of Personal, Professional, and School District Characteristics on Public School Teacher Retention," Economics of Education Review (Vol. 9, no. 3, 1990), pp. 241-250.

- Would higher salaries enable an individual independent school to retain those teachers who demonstrate their effectiveness in teaching, as opposed to those who might be paid more, but are not growing into more effective teachers?

This chapter will survey what current research suggests about the first question: that there is a particularly strong connection between compensation, recruitment, and retention during the first eight years of a teacher's career and in certain fields where salaries in competing fields like physics and chemistry are so far above those in public and private schools. I will not focus as much on the second question about an individual school's market competitiveness. As the case study in chapter seven implies, my experience is that schools with larger endowments and resources are better positioned to compete for those teachers they want to recruit and retain. Thus, even if one were not persuaded by research about the quality of the teaching profession as a whole, as correlated with the level of compensation, a leader of an independent school might still wish to raise and manage skillfully an endowment fund to enable the school to compete more effectively in its own market place. This chapter will broaden the focus of chapter eight from a market in which independent schools compete with each other for the best teachers. In this chapter I will focus on schools whose competitors, besides employers in other industries, are the local public school systems.

To answer the third question would take me into a discussion of strategic development and management of a school's program for faculty growth, development, and appraisal. To the extent that I argue in chapter six for investing resources in a well-funded, selectively applied program for faculty development, instead of merit pay incentives, then I touch upon that third question. In the next decade leaders of independent schools will face increasing challenges to find ways through summer study, collaborative projects, and sabbaticals to encourage renewal and retraining of a greying faculty, as was discussed in chapters one, six, and eight. Merely retaining teachers by paying higher salaries would not necessarily make schools better. Strategic planning and effective leadership involve policies that help a school retain its best teachers, enable good teachers to become better, and enable less effective teachers to become more adept at enabling students to learn.

Moreover, as discussed above in chapter six, teacher after teacher, in responding to questions about why they teach and how they feel about their compensation systems, reminded me that good teachers aren't lured simply by money, but by a sense of personal growth, of making a difference in the lives of children, and of a love for their subject. Much more surprising was the finding that some of the schools whose faculties are *most* satisfied with their compensation and benefits (for instance, schools M, N, and U) are *least* satisfied with their school's philosophy and mission, reputation, and leadership. These faculties are even among those least satisfied with their relationships with their colleagues. Conversely, as the case of school I demonstrates, a school's faculty that is relatively dissatisfied with its level of compensation can be among the most satisfied with its school's mission, reputation, leadership, and collegial relationships. I cite these examples not to indicate that schools should seek flat or low levels of compensation in order to attain the indicators of relatively high morale at school I, as opposed to schools M, N, and U. Chapter seven presents, I believe, reasons for the leaders and trustees of school I to be concerned about its future, if its levels of compensation do not become more competitive. Furthermore, schools C and D illustrate that faculties relatively satisfied with competitive salaries can also be reasonably or highly satisfied with their relationships with the school's students, colleagues, mission, and leaders--as well as their own sense of professional development. Thus, this study confirms that effective strategic management of an independent school is about much more than dollars and cents. One might consider that helping an independent school maintain a competitive level of compensation to be a *necessary but not sufficient* condition of strong leadership. Finally, let me point to a premise of my study that does not necessarily hold true: the assumption that faculties expressing high levels of satisfaction are educating students better than those expressing low levels of satisfaction. The education received by children at schools M, N, and U may be among the best in the world. That their faculties are less satisfied may be *tant pis* from a certain point of view. Each school's leader and board can probably judge best for themselves the state of their school's position in the competitive market place and the state of their faculty's growth and development. Hence, this chapter will not discuss the second and third questions: whether, if a school were to raise its levels of compensation, it would actually recruit and retain a faculty more successful at educating students.

Those caveats aside, let us examine further those research studies that have explored the connection between compensation, recruitment, and retention of teachers. Alongside a discussion of such studies, I will analyze the responses of the faculties at schools H, K, and Q to my questionnaire, in order to reflect upon the situations of three schools whose competitors are public school systems, as much as or more than other independent schools. Focusing on these schools will help us explore why teachers at most independent schools are more dissatisfied with their salaries than with any other aspect of the school that I investigated in this study. As mentioned above (see footnote 128 on page 68), the faculties at thirteen of the schools surveyed ranked their satisfaction with their compensation ninth of nine variables. Three others ranked compensation eighth. Put another way, their feelings seem to imply that salaries are among the most likely factors to induce them to leave for another school or another profession.

Linda Darling-Hammond, whose work over the past decade about the recruitment and training of teachers has been among the most substantial of all researchers, warns that: "Without further substantial boosts in both the financial and nonpecuniary attractions to teaching, it is likely that teaching will have difficulty competing in the contest for college-educated workers."[265] The comprehensive study by Richard J. Murnane and his colleagues not only draws a similar conclusion about the relationship between salary levels and recruiting teachers. The Murnane study also demonstrates that those levels will affect how well schools are able to retain teachers beyond a few years in the profession: "During the 1990s, when demand for new teachers will grow once again, salaries will again come to play a crucial role in determining how long teachers remain in the classroom."[266] Let us now review the methodology and the conclusions drawn by Murnane and his colleagues in the most thorough and comprehensive research conducted to determine just how crucial that role will be.

The Murnane study begins by reviewing the extensive data base of teachers questioned by the National Education Association and the Metropolitan Life Insurance Company. During the mid-eighties several administrations of their surveys found that former teachers "consistently report that their current work lives are more satisfying and less stressful than were their previous jobs, and that they are paid better in their current jobs and are just as satisfied with their health and retirement benefits. Over 80 percent say they are unlikely ever to teach again."[267] Murnane and his colleagues, however, note a potentially significant flaw of the Metropolitan Life survey: asking *former* teachers about how they feel after leaving the profession does not indicate whether raising salaries would affect the career paths of present and future teachers.

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[265] ibid., p. 42.

[266] Richard J. Murnane et al., Who Will Teach? (Cambridge, Massachusetts: Harvard University Press, 1991), p. 75. Chapter two of this book discusses the strong evidence that salary levels affect schools' ability to attract strong beginning teachers, and chapter five presents strong evidence that salary levels affect schools' ability to retain teachers during their first eight years in education.

Instead, Murnane's group conducted a series of quantitative analyses of fifty thousand college graduates who considered teaching from the 1960s through the 1980s. They examined both national data and data from two characteristic states, Michigan and North Carolina. In their studies of career patterns in these two states, the group of researchers focused on the early 1970s, when student enrollments and the market for teachers were relatively stable. As Murnane and his colleagues explained, "Since today's critical policy questions concern teachers' career decisions in the 1990s, when enrollments will be growing, the most reliable evidence comes not from recent years, when enrollments were declining, but from the last period of relatively stable enrollments."[268] In order to draw conclusions about the academic talents of college graduates who do or do not become teachers, the Murnane group relies extensively upon standardized tests, such as the Scholastic Achievement Test and the National Teachers' Examination, both administered by the Educational Testing Service. The authors themselves stress: "...we want to be clear about the limitations of such data" for deriving conclusions about teachers' effectiveness from standardized tests.[269] Indeed, another research study conducted by James T. Sears, Amy Otis-Wilborn, and J. Dan Marshall mounts an extensive assault on the assumption that students who score highest on such tests, and even students who earn the highest marks in academic courses, are the best teachers.[270] Nonetheless, Sears, Otis-Wilborn, and Marshall themselves take note of Darling-Hammond's research showing that economic considerations often eliminates teaching from the careers considered by men.[271] Moreover, despite the reliance at certain points upon standardized tests, the Murnane study remains the most reliable upon which to base tentative answers to such questions as:

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[267] ibid., p. 4.
[268] ibid., p. 5.
[269] ibid., p. 11.
[270] James T. Sears, Amy Otis-Wilborn, and J. Dan Marshall, When Best Doesn't Equal Good (New York, New York: Teachers College Press, 1994). This study is itself not beyond question, but a critical discussion of the book is beyond the scope of this essay.
[271] ibid., p. 45.

- *Will salary levels matter in schools' efforts to find enough effective mathematics and science teachers?*
- *Are salaries a reason why schools in general are losing most of the most academically talented potential teachers to other professions?*
- *Are salaries among the reasons why there are fewer Black teachers looking for teaching jobs than there were several decades ago?*

First, let us examine the issue of finding skilled teachers for subjects that have tended to pose large challenges for both public and independent schools: teachers of mathematics and science. To this one might add: teachers of computer technology. Based on the career histories of more than fifteen thousand teachers who began their careers in Michigan and North Carolina during the 1970s, the Murnane group finds strong evidence that: "Among secondary school disciplines, chemistry and physics teachers are most at risk."[272] In other words, chemistry and physics teachers are least likely to remain for many years in the teaching profession. The median career duration for such teachers was 2.2 years in Michigan and 5.6 years in North Carolina, the lowest of all categories of teachers.[273] As a result of such findings, Murnane and associates return to Kershaw and McKean's argument in the early 1960s that schools structure their compensation systems to overcome the difficulty attracting and retaining teachers "whose subject specialties command high salaries in business and industry."[274] On the basis of the data they studied, Murnane's group concludes that, without more competitive salaries, classes like chemistry and physics "will be taught by individuals with minimal training in the subject, because graduates well prepared in these fields will be drawn to high-paying positions in business and industry."[275] A glance back at Figure Five (page 18) of this report illustrates why. Five years ago, a computer science teacher would have sacrificed over $10,000 a year to teach; a mathematician or physical scientist would have sacrificed over $6,000. That figure would likely be higher for prospective teachers in private schools today--both because of inflation and because of the generally lower salaries paid by independent schools, relative to public schools.

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[272] Murnane et al., op.cit., p. 60.
[273] See table 5.3 on p. 68 of ibid.
[274] ibid., p. 127. Thoughout their book, Murnane and his colleagues pay homage to the work of Kershaw and McKean, whose words are the first quoted in this project report.
[275] ibid., p. 2.

Murnane and associates caution, however, that schools should not crudely identify "mathematics and science" as shortage areas. Their data show that biology teachers, for instance, are less likely to be lured from teaching because biology majors earn less in business and industry than do their counterparts in physics and chemistry. Surprisingly, they also found that mathematics teachers seem less at risk to turnover on account of economics. Thus, in strongly recommending "more flexibility in salary determination," the Murnane group also notes that shortage fields will change from time to time: "A decline in defense spending, for example, may reduce the demand for college graduates majoring in physics, with an ensuing increase in the supply of physics teachers."[276] Hence, in planning for future market conditions affecting schools' ability to attract and retain strong teachers of mathematics and science, the Murnane study draws a strong connection between compensation, recruitment, and retention, but also prudently emphasizes the importance of flexibility and adaptability to changing market conditions. The authors note that school districts in cities such as Boston, Massachusett, and Rochester, New York, have contracts with teachers' unions that provide latitude for higher salaries for strong candidates in "shortage fields."[277] Not bound by contracts with teachers' unions, independent schools have that latitude, except insofar as in practice they are bound to strict salary scales. As discussed briefly in chapters six and seven, raising endowed funds for master teacher chairs would be one way to exercise such latitude prudently.

In examining the second question, whether there is a connection between the level of salaries and the quality of students attracted to teaching, the Murnane study offers strong evidence for such a connection. Perhaps the firmest finding of their study is announced in the book's introduction, as the authors warn:

> Few classes will be canceled for lack of a warm body at the front of the room. But without significant changes in policy, the next generation of teachers will increasingly be those college graduates with the poorest alternative career options. Bright, well-educated graduates will seek and obtain opportunities in other fields, leaving the weakest graduates to teach our children.[278]

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[276] ibid., p. 127.
[277] ibid., pp. 56-57.
[278] ibid., p. 2.

Noting dramatic declines in the "proportion of college graduates with high standardized test scores who choose to become teachers,"[279] the Murnane study found that "The most academically talented teachers were particularly likely to have very short teaching careers and were especially unlikely to return after a career interruption."[280] As a result, the authors recommend higher salaries, stronger support for professional development, and alternative licensing--all steps within the power of independent schools so long as the resources can be raised.

Third, the Murnane study offers compelling evidence that levels of compensation matter significantly in determining whether schools will be able to recruit a more diverse faculty in the future. Perhaps for no other group of teachers does the book's argument about opportunity costs facing prospective teachers hold true. If the salaries offered prospective teachers of color are significantly lower than those that can be earned in alternative careers, then college students are less likely to accept the cost to themselves of educating others' children. Although exceptions certainly exist, one principal finding of the Murnane study is that, as non-teaching opportunities become more available to minority college graduates, "the nation's teaching force will contain an ever-declining percentage of minority teachers at a time when minority student enrollments are rising dramatically."[281] The authors are careful not to oversimplify the connection between compensation and recruitment of "minority" teachers. Other factors affecting the career paths of black and Latino college students include the relatively poor quality of education available to the nation's children of color, the increasing emphasis by states on licensure requirements (including standardized tests on which black students score lower than white students), and the improved opportunities outside of education for black college graduates seeking the most remunerative jobs. Even taking such factors into account, however, the Murnane group recommends steps "to make teaching attractive to talented Black college graduates who have other good career options."[282] It is difficult to imagine that more competitive salaries would not be among those steps that would have an impact on the ability of independent schools to attract and retain a strong and ethnically diverse faculty.

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[279] ibid., p. 31 and p. 127-128.

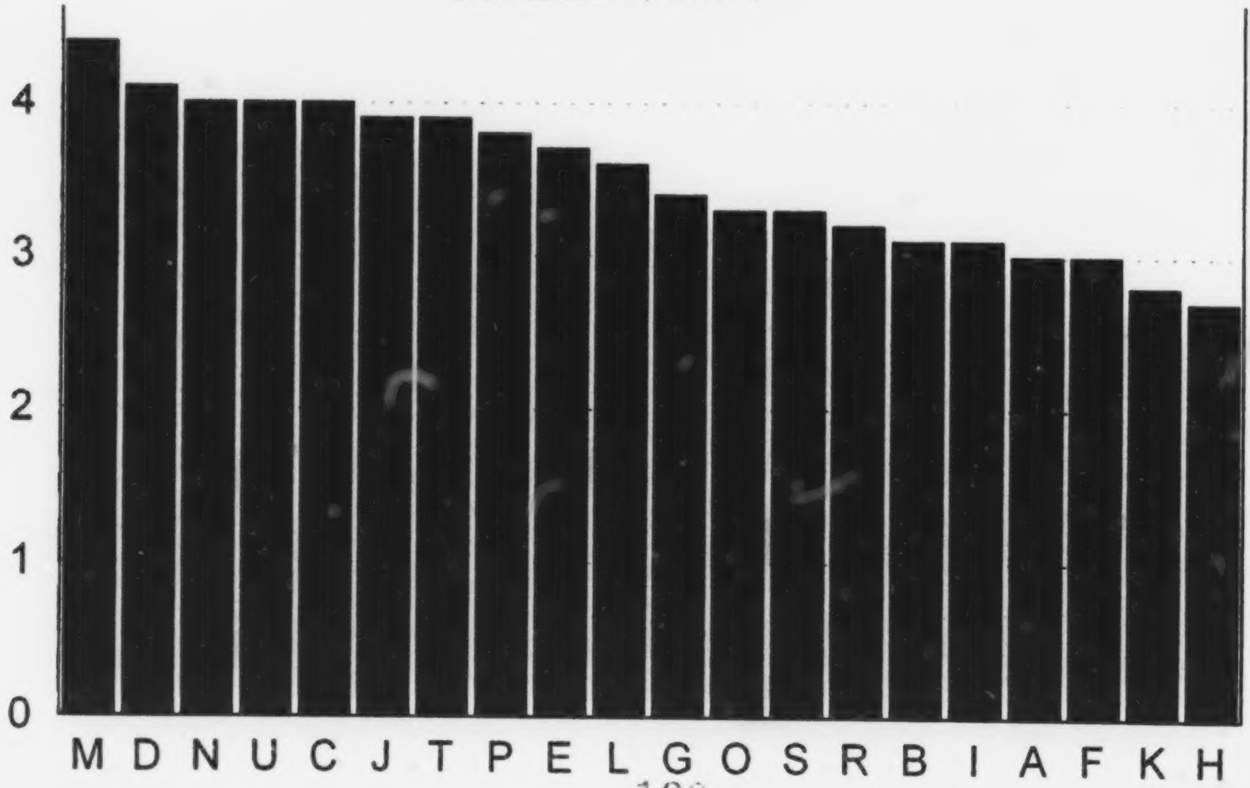
[280] ibid., pp. 127-128.

[281] ibid., p. 33.

[282] ibid., p. 130.

Having reviewed in some detail the conclusions and recommendations offered by the most comprehensive study of the question about compensation, recruitment, and retention, let us now turn briefly to the cases of two schools, perhaps more typical than school I of the majority of independent schools. Schools H, K, and Q are all located in the middle of the country, either in the Southeast, Mideast, or Midwest. Although the faculty at school Q did not receive a form of the questionnaire asking it to rank its satisfaction with compensation, schools H and K expressed the deepest dissatisfaction, as can be seen by glancing at Figure Twenty-One on the next page. Faculties at all three schools discussed their feelings about compensation, as it affected the likelihood of their remaining with their institution. The faculty at school H wrote of their strong hopes for success in the school's current effort to raise its endowment in order to enhance salaries. These are schools without even the current endowment of schools like the Curie Academy, not to mention the resources of schools whose faculties seemed more contented with their compensation. Thus, they provide examples of situations more commonly facing many, if not most, of the independent schools in this country. The heads of these schools may face even more daunting challenges than Head of school I is addressing.

Figure Twenty-Two: Compensation and Benefits
Teacher Satisfaction (Out of Five)



Like the faculties at most of the schools I studied, the teachers at school K rank working with children, love for their subject, and personal growth as the three most important influences on their becoming teachers. "The chance to influence people for the good at the most formative stage of their lives" is a typical comment offered by a teacher at this school. "Opportunity to continue learning while passing on those skills to others," is another. In responding to the question about what attracted them to their particular school, teachers most often cited reasons like "good students, supportive families, and supplies that are available." The second most common response was a tie between: "small classes, family-type atmosphere" and the strong reputation of the school. Such factors would seem to leave the leaders at school K in a comfortable position. With only one other prominent independent school in its area, and with a public school system that several teachers cited as reasons for being at school K, there would appear to be little reason to expend enormous time and energy seeking to raise resources needed to boost teachers' salaries.

However, several teachers' comments might give one pause. "Money might tempt me to another profession," wrote one teacher with twenty-one years of teaching experience, nineteen at this school. "Low salary and burdensome workload are problems," wrote a colleague with twenty-seven years of experience. A teacher with three years' experience at school K wrote: "With financial obligations at home, teaching at a private school may become a luxury I can no longer afford. If this becomes true, I may transfer to a public school." She added: "Your question implies that we are treated as professionals. To the contrary, this is not always true. If it were, more people would stay in teaching." An Hispanic colleague with two years of experience at this school wrote that compensation "is another factor that would make me change my career." In addition, several teachers commented that the school's strict salary scale encouraged neither excellence in teaching nor professional development. One teacher wrote: "By giving across-the-board percentages for the last several years with no recognition, 'excellence' is not encouraged." Another commented: "There is not enough compensation for advanced degrees or any professional development." Another teacher at school K complained: "The salary structure is not high enough to afford us higher education and does not reward us for it." Yet another suggested: "We need to improve our program for faculty development. There appears to be a lot of talk but very little action."

The faculty at school Q was given an earlier form of my questionnaire, one that did not ask faculty to rank its level of satisfaction with respect to variables such as relationships with students, with the school's philosophy, and with the school's leaders. Instead, these teachers were asked directly: "Have you thought about teaching at another school? If so, what might entice you to another school?" School Q is located in an area where it is the only independent school of note. As one of its teachers wrote, "there is no school comparable in the area." Thus, the question is tantamount to asking these teachers what could make a public school more appealing than their current school. Among the sixteen different explanations given by these teachers for why they were attracted to school Q, none relates to compensation. As usual, qualities commonly associated with independent schools--atmosphere and quality of the school, students, parental support--was the reason most commonly cited. As a result, as one teacher wrote in capital letters: "NOTHING COULD BLAST ME OUT OF THIS SCHOOL NOW."

Nonetheless, of the thirty-one teachers who responded to my questionnaire, just over half indicated that they had thought of leaving the school to teach elsewhere. Of those who have thought of leaving the school, exactly half wrote that salary and benefits were a significant factor in their consideration. That is, although none of the teachers at school Q mentioned money as a reason for coming to the school, one fourth of its teachers mentioned money as a significant factor in why they might leave. One teacher wrote that she would be enticed to leave for "Better benefits--health, retirement, accumulated sick leave." A colleague with exactly the same years of experience wrote that "more money, more benefits--much better retirement plan, better health benefits" would encourage her to teach elsewhere. She added: "I stay because of the students." Another colleague with significant experience at the school wrote that she has thought about the public schoolss "because the salary and benefits are better." She too added: "But I really just like it where I am." A younger teacher described herself as "more of a public school teacher."

These comments, I hope, render a fair picture. As the Murnane study suggested, teachers with more than eight or ten years of experience at an independent school are less likely to leave on account of money, particularly not if the public school system offers far less attractive working conditions and students to teach. Since twenty-seven of the thirty-one respondents from school Q were women, the past constraints on their past, if not present, career choices might also be a factor. On the other hand, if one wishes to examine a school whose leaders are unwilling to assume that relatively low salaries can be overcome by such factors, let us turn to the case of school H, whose teachers ranked their satisfaction with the school's compensation the lowest of all twenty faculties that were asked for such a ranking.

Again, the reasons cited by these teachers for entering the profession are typical: working with children, personal fulfillment, love of subject, and desire to serve. "My love of working with young people keeps me in the teaching profession," wrote one teacher. Likewise, most often cited as attracting them to school K were: school atmosphere and quality, class size, and autonomy in the classroom. "Knowing that I am supported 100% by the administration helps to make this challenging job more manageable," wrote another teacher. A third added: "I may consider leaving for another school because I may not be able to afford to stay where I am with what my salary is." Added a colleague: "Salaries need to be raised so that I can concentrate on teaching and not worry about if the money will be there to pay the bills." Echoed another teacher at school K: "Good young teachers traditionally leave after a year or two because of the low pay. Some leave teaching while others return to the regions of their homes or college careers. A long-term plan including faculty endowment monies should be developed."

And that, it turns out, is exactly what the leaders on the Board of Trustees and the Head of School H are engaged in doing. As one teacher wrote, "Salaries are currently below average but the school's #1 commitment appears to be to raise these." Adds a young colleague with two years of experience at the school: "The school is trying to improve its compensation system to encourage excellence in teaching by offering endowed teacher chairs and awards for the coming years." Impressed by such comments, I phoned the Assistant Head of this school and asked for details about this endowment campaign. From a current endowment of $1 million, the school is in the second year of a five-year campaign to raise another $5 million, mostly to enhance faculty compensation. "Thanks to a number of generous commitments early in the campaign, we are all but certain that we will reach our goal by the end of that five-year period," he told me.[283]

It is one thing for a school with many millions of dollars already in an endowed fund to launch a capital campaign to expand and renovate existing space, upgrade its technology, seek improved athletics facilities, and designate a portion of added endowment to support a faculty's compensation. It is quite another for a school of modest endowment, with a history of paying low wages and attracting teachers through amenable working conditions and eager students to dedicate its endowment campaign to support its faculty. In the absence of definitive research that spending more money on faculty compensation will result in a stronger education for children, in the presence of many worthwhile competing demands on potential benefactors, the leadership at school H deserves the last word in this final chapter of a study about the recruitment, compensation, development, and retention of teachers. Were American taxpayers as foresightful as the members of its Board of Trustees, its supporters in the community, and its leaders, then our public school systems would more often, I suspect, be a source of national pride, rather than of collective hand-wringing.

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[283] The head of school Q is also in the midst of a capital campaign to raise his school's endowment, as he told me in a phone interview on May 18, 1995.

At the end of this study about economics as a factor in the strategic management of private schools, let me close, however, with a testament that great teaching involves a love for much more than what my favorite poet, Dante Alighieri, called one of life's *picciol bene*.

Coda: On Teaching

Like the other ten Klingenstein Fellows at Teachers College in Columbia, I have been blessed with a wonderful gift: a chance to take any course anywhere in the university that I wanted. Aside from taking courses on education at Teachers College, I chose to study Dante's Commedia with a teacher, Teodolinda Barolini, who led a seminar with students gathered around a table for nine months to enjoy beautiful, haunting poetry. One lesson of weeks ago shines in my memory as an example of what makes me so sure that, whatever a teacher's particular style, her passionate sharing with her students of the deepest questions marks her as a great teacher.

This class begins one March afternoon with Professor Barolini's discussing how narrative and story telling depend on difference and on temporal sequencing. How difficult was Dante's project, then, in the Paradiso: to represent through linear narrative the paradisal conditions of simulteneity, similitude, and oneness. Discussing how the Franciscan monk Saint Bonaventure, a character in Dante's heaven, recounts the story of the founder of the Dominican order, Professor Barolini points to the complex layering in Bonaventure's speech of figurative language--of word play, metaphor, and erudite allusion. She compares the two narrative modes of this section of the Paradiso: Aquinas's story of Francis as an ongoing, compelling tale such as undergirds most of the Commedia, in contrast to Bonaventure's story as an anti-narrative of vision, prophesy, and metaphor interrupting and refracting the narrative line as a means to construct a semblance to the simultaneous, non-narrative presence of God's *Fiat lux*. "Dante is well-aware," she says, "that by putting two narrators in the role of telling narratives so differently that he is highlighting the inequality of narrative. Another way of viewing his dilemma as artist is to consider that complete equality in human terms means death, the final loss of identity."

We are not, she adds, in a Derridean world where all sign systems are deconstructible, but in "a world of overlapping and conflating types of narrative categories." One of my fellow students, who is working on a doctoral project utilizing computer technology to enhance a study of Dante, mentions the "navicons" that her professor and her team have placed into a circuit of the internet called the World Wide Web. Somehow the discussion sparkles into a new pathway, as the reference to "navicons" leads to good-humored exchanges about the neologisms spun by navigators of the internet. From her deeply profound point about equality and death, we sail via "navicons" to Professor Barolini's next illumination:

how intuitively the Renaissance artist Sandro Botticelli grasped Dante's Paradiso in his sketches wherein the pilgrim and his guide, Beatrice, grow smaller and fainter, less and less visible to the human eye, the further one goes in paradise. Eager to show us the drawings, she rushes to her office nearby and brings to our sight Botticelli's most gorgeous drawings.

Within a few minutes, though, we travel back to the twelfth canto of the Paradiso. In the middle of the canto, Bonaventura uses the word "drudo" to describe Dominic's love for the Christian faith. "Drudo" is a word used elsewhere in the poem, we are reminded, to evoke a negative lust that enflames a Ulyssean siren or a Babylonian whore. "Dante takes *eros* into the Paradiso," Professor Barolini contends: "Physical love is still evoked in a way reminiscent of the Rime petrose. Nothing is winnowed, but everything is put through a sea-change." After discussing the first triple-rhyming in the poem of "Cristo," which she suggests is an approach to lack of difference, to *ugualanza*, she points to the poem's eventual cessation of language in a temporal medium, to the poem's nature as a self-consuming artifact. "Without difference, the poem will cease to be for us in this world," she remarks. Shifting to an historical review of the split among the Franciscans after the death of their founder into the *spirituali* who forswore earthly possessions and the *conventuali* who eventually built the gorgeous cathedral in Assisi that bears his name, our teacher closes her discussion of the twelfth canto.

As we turn to the thirteenth canto, she returns us to the problem of Dante's admitting that his words can barely give a shadow of what he saw in his inspired vision of heaven. Comparing his efforts as a poet with the meditative exercises practiced by medieval mystics, Professor Barolini points to the poet's contrast between *sustenenze*, beings that last, and *contigenze*, the contingencies and accidents of life that fade in time with the decline of famous civilizations, cities, families, and the lives of the famous and the rich. "The Commedia can be an heuristic for understanding almost anything," our teacher suggests. The two hours wind down, time barely noticeable until the lesson comes to an end. She speaks of the "incredible pathos evoked by the poet's gargantuan effort to incorporate the body in the Paradiso." She points ahead to the encounter awaiting us with Cacciaguida, Dante's ancestor, where the pilgrim will meet his "ancestral body and familial blood."

What this account of one class may fail to evoke is how a great teacher leaves her students with questions that echo and reverberate long after a single two-hour class. What tasks face a poet daring to write about eternal beings and seemingly unanswerable questions? What makes one different and individual and alive? Why would a Creator allow difference and division to lead to decay and schism and holocaust rather than to life? Will the reading of a great poet be enhanced or corrupted by being rendered as a visual artifact? If so much is lost in any translation of the Commedia, why should I continue to teach Dante's poetry to my students in my English class? What if I hadn't been introduced to the poem two decades ago by Pete Wetherbee, or had my passion rekindled during a Princeton summer seminar five years ago during a guest lecture by Bob Hollander, or been taught Italian by Luciana Csaki in order to read Dante in his glorious language, or been urged to think anew about free will and *terza rima* by Professor Teodolinda Barolini?

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Strategic Management of Private Schools:
Recruitment, Compensation, Development, and Retention of Teachers

Appendices

John Beall
Klingenstein Project Report
May 22, 1995

EA 028 246
Part 2

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Appendix One: Responses from School A

Number of responses received: 83
Gender: M 35 F 48
Median Years in Teaching: 16
Number teaching for over 30 years: 7
Number teaching 10-19 years: 24

Ethnicity: White 55, East. European 3, African-American 1, Hispanic 1, No response 23
Median Years at present school:
Number teaching 20-29 years: 27
Number teaching 1-9 years: 26

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("My love for children and the excitement I feel while discovering and learning with them.") ("I love teaching young children. I enjoy their creativity, humor, and thought processes.")	48
Personal fulfillment, accomplishment, growth ("I enjoyed, and found I was good at, explaining complex concepts to people--breaking concepts down into logical, sequential parts.") ("The best way to share knowledge and life experiences with the younger generation; the belief that through teaching one continues to learn.")	14
Love of subject ("A love of literature and enjoyment in sharing and encouraging children to enjoy it.") ("I always wanted to teach others to enjoy and understand music.")	11
Service to others, impact on society ("I wanted to change the world for the inner city child.")	10
Opportunity to coach	6
Sense of calling, in the family blood	5
Vacations	4
A career open to women	3
Role models of great teachers	2
Pure accident	2
Respect for the profession	1
Fit family needs	1
Sense of autonomy	1
Never boring	1
Artists teach	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility	32
("Private schools offer a selectivity that enables you to work with students who, generally speaking, want to be there; increased motivation; decreased behavioral problems") ("The high quality of students, faculty, and facilities.") ("Motivated students, rigorous academics, interesting colleagues.") ("I get to teach, not babysit.") ("The opportunity to teach in an independent school setting, especially one where a greater degree of faculty autonomy seemed encouraged, attracted me.") ("Smaller classes, less violence")	
Faculty	18
("Professionalism of the staff/general atmosphere that said here is a place that cares about kids.") ("Quality of faculty and administrators")	
Autonomy/empowerment	17
("Freedom to determine curriculum") ("Opportunities to be creative in my field") ("I was attracted to a chance to build a program")	
Opening/offer	12
School's reputation	11
Class size	10
School's mission and philosophy	5
Location	4
Compensation and benefits	4
Private school	4
Experience as parent or alumnus	4
Coeducational	3
Day school	3
Administration	2
Friend's recommendation	2
Professional development	2
Accident	2
Placement agency	1
Class assignment	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.7
Reputation of school	4.4
Relationship with colleagues	4.3
School's philosophy and mission	4.1
Class size	3.9
Influence on curriculum	3.8
Professional development	3.5
Relationship with school leaders	3.4
Compensation and benefits	3.0

Comments:

"[School named] is a great school with dynamic teachers and administrators. All very supportive."

"Supportive families who are interested in their children's education is certainly a factor to keep me at [school named]."

"I want to be where I am needed and appreciated. I have strong allegiance to [school named] after 27 years."

"I enjoy teaching--I enjoy the students here--my child's in school here--my wife has an excellent job in the area--why leave?"

"Closer look at equity is needed concerning teaching load."

"The philosophy of the PE program is ideal. I could not imagine leaving to teach strictly P.E. in another school."

"Better pay might entice me to leave or retirement program."

"Increased work load might entice me to leave for another school (ever increasing)."

"Lack of commitment to a Middle School philosophy. Overcrowding in classrooms."

"What has already enticed me to consider another profession has been the lack of sufficient time to share ideas with colleagues and ways to get intellectually stretched in the same job."

"Limited availability of overhead projectors and slide projectors."

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	37
Maybe	12
Yes	11

Among those indicating "no" (or not responding to the question directly) there was a difference of opinion over whether a compensation system *should* be structured to reward excellent performance.

On the issue of "pay for performance," the faculty falls into four groups:

1) those explicitly supporting merit pay (9),
("Performance should be rewarded.")

2) those explicitly opposed to merit pay (3),
("I'm not in favor of using compensation as reward/punishment.")

3) those perceiving that the school's leadership is moving towards a system of connecting compensation to performance but offering no strong opinion beyond a desire that the system be clarified (11)
("Many efforts are currently underway to reward performance in the classroom more.")

4) those not responding or indicating no strong opinion on the subject (6)
("I have always felt that one should work hard and do the best one can.")

In addition, there were several faculty who expressed the view that the appraisal system, as currently operating, would pose problems for distinguishing excellent from weak performance. (See below.)

7. **Does gender make any difference in a teacher's compensation at your school?**

No:	55
Uncertain:	22
Yes:	8

Comments:

There were no explanatory comments among those who answered "no."

Among those commenting "yes" the following comment is representative:

"Most administrators and department heads are male, most long-lived teachers are male. Men therefore are in fact paid more."

Among those answering "unsure" the general sentiment was that uncertainty about the compensation system kept them from being able to respond on more basis than hearsay evidence.

8. Please check the box(es) that describe your school's faculty appraisal system.

Self-evaluation	54
Goals-setting conferences	54
Yearly evaluation	46
Collegial classroom visits	37
Post-evaluation conference with supervisor	33
Special process for new teachers	33
Full-period classroom observations	32
Student course evaluations	11
Process for evaluating supervisors and administrators	4
Other (no process in place)	4

Because there was such a range of responses division-by-division, breaking down the data division might prove useful.

Lower School (32 respondents)

Goals-setting conferences	29
Self-evaluation	25
Post-evaluation conference	19
Collegial classroom visits	14
Full-period classroom observation	12
Yearly evaluation	12
Special process for new teachers	10
Process for evaluating supervisors and administrators	3
Student course evaluations	2

Middle School (21 respondents)

Goals-setting conferences	20
Yearly evaluations	19
Self-evaluations	15
Collegial classroom visits	14
Full-period classroom observation	11
Special process for new teachers	11
Post-evaluation conference	9
Student course evaluations	2
Process for evaluating supervisors and administrators	0

Upper School (30 respondents)

Yearly evaluation	15
Self-evaluation	14
Special process for new teachers	12
Collegial classroom visits	9
Full-period classroom observations	9
Student course evaluations	7
Post-evaluation conference	5
Goals-setting conferences	5
Other (no system at work)	4
Process for evaluating supervisors and administrators	1

Comments:

In the margins of one experienced Upper School teacher is the following comment, representative of three made by members of his department: "Any of this may happen; sometimes none of it does."

Several teachers commented that a new appraisal system is under study.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Unsure	28
No	23
Yes	19

A breakdown by division may again prove useful:

Lower School

Yes	14
Unsure	11
No	4

Middle School

Unsure	8
Yes	6
No	5

Upper School

No	14
Unsure	9
Yes	4

Comments:

Among those stating uncertainty about the effectiveness of the appraisal system, the following comments are representative:

"I think the newest system of appraisal will enable administrators to distinguish between effective and ineffective teachers."

"I don't know the answer to this. We are in between systems."

"We have had two vastly different directors in the past seven years--what was ineffective for one seems to be effective for another, so who knows..."

Among those who believe that the appraisal system is not effective are these comments:

"I think more observation is needed; too much is done by word of mouth."

"Administrators don't sit in for a period or sit and discuss unless there's a problem."

"The administrators/department heads have too many other responsibilities to evaluate staff."

"Does not seem to be a system of appraisal."

"There seems to be a rather random way of deciding who stays and who goes...no proof of why some teachers are deemed ineffective."

"There is a system in place that was never really adhered to...A new system is presently being worked on ...should be an improvement."

"Administrator in charge... [is] unwilling to step on anyone's feet--no way to remove poor teachers."

Among those affirming the effectiveness of the appraisal system are these comments:

"I feel that many administrators are frequently part of our classroom experience. Prospective parents and families visit often!"

"Our lower school head is very much in touch with what goes on in our classrooms."

"The appraisal system deals with many levels from report writing to daily discussions with peers or administrators."

"I like the idea of peer evaluations--which is being discussed for next year. We can always learn from one another."

"The school is small enough for administrators to visit classrooms many times. Students and parents demand effective teaching."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Conferences in special areas are most effective."

"Summer workshops are a relaxing, refreshing, rejuvenating way to further professional knowledge."

"I have received funds for all professional development that I have been interested in taking."

"Many opportunities and money has been available when I needed it."

"I appreciate the more specific 'how to' workshops for development and anything the school psychologist offers."

"I'm interested in developing writing skills (Donald Graves), portfolio assessment (Grant Wiggins), middle school philosophy (Paul George, Chris Stevenson), but few people know these people or have any interest in them."

"Professional development funding has decreased; many faculty cannot attend their national conferences. I recommend a complete reversal."

"I need a master's degree, but cannot afford even the 50% of cost not covered by the school... The school should cover 100%."

Suggestions:

"I would like to see more professional development days focus on curricular issues rather than the business of [school named]."

"Giving time to plan and integrate with other teachers."

"I would like more computer/technology instruction and guidance."

"Send people to national conferences on a regular basis--then have them present workshops or seminars for their colleagues."

"Continue to make more funds available. Encourage people to use them. Publicize what people have done."

"Allow more than one member of a department to attend NCTM meetings."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

The most striking of the few final comments were these:

"We need a mentor-type situation for new teachers--new to [school named] as well as new to teaching."

"We need a salary/benefits package that the faculty understands/knows about."

"Any appraisal system should be quite simple and should include the students."

Professional development	3.5
Influence on curriculum	3.5
Relationship with school leaders	3.1
Compensation and benefits	3.1

Comments:

"Meaningful and satisfactory contact with students/opportunity for personal and professional advancement keep me here."

"There is no perfect high school, I'm sure, but [my school] probably comes as close to the ideal as an independent school, with limited resources, can come."

"I stay because it is a pleasant, comfortable place to work. I'm treated as a professional."

"The religious philosophy and mission are entombed in the Middle Ages and the religion curriculum buries its head in the sand rather than address serious, daily moral dilemmas which these "adult-esents" face every day. The administration does not understand the lay faculty's financial/secular world and the salary increases in the last six years have actually been, relative to the economy, decreases. We are worth, collectively, much more--but the school continues to buy landscaping and furniture--and the benefits have, of course, decreased."

"Although our starting salary was on a par with that of other schools my salary is half what I'd be making in a public school now."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.7
Tuition support for faculty children	3.2
Retirement system	2.9
Housing	1.2

Suggestions:

"Address and update the 'original' pension plan (it was found to be illegal!)"

"For years a retirements system was not a school priority since most of the faculty were members of a religious community. Now with a lay faculty majority, a revised retirement system is an ethical imperative to ensure that teachers who gave their best years to the school can retire with dignity and security."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	15
Salary scale with room for school head's discretion to reward performance	1

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	8
Yes	2

Comments:

“Our present compensation system is probably the most equitable system. Merit pay poses many problems: e.g., are the evaluators competent to judge academic excellence in a discipline?

“The integrity of the professionals here encourages excellence. The compensation system is poor and needs attention.”

“I don't necessarily feel that salary and excellence in teaching are linked. I think our teachers are very good, and like many teachers could always be paid more.”

“The compensation system may not be much, but the encouragement is caring atmosphere.”

“The system does not reward either years of service at the high end nor excellence in teaching.”

“Morale is low for various reasons--finances being a major one. A merit system might work...but our administration would never undertake such an imaginative or progressive approach. A ‘reward’ or bonus system might be too subjective...but it also might prompt some teachers to improve their methods and delivery.”

7. **Does gender make any difference in a teacher's compensation at your school?**

No	10
Yes	5
Unsure	1

Comments:

“I know of at least one woman who was not credited with the same years of teaching elsewhere when she was hired. This has not happened to any man.”

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Yearly evaluation by department or division head	14
Full-period classroom observations	12
Post-evaluation conference with supervisor	9
Special process for beginning teachers	9
Collegial classroom visits	2
Student course evaluations	2
Process for evaluating supervisors and administrators	2
Self-evaluation	1
Goals-setting conference with supervisor	0

Comments:

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

No	7
Yes	5
Maybe	4

Comments from those responding "no":

"Administrators are not involved with the day-to-day classroom situations and don't really know their teachers!"

"They [administrators] do not possess the expertise to evaluate nor the intestinal fortitude to act on it."

"There is no evaluation system in place. There is no meaningful student evaluation used."

"My experience is that our system is simply part of the routine and is not meant to ruffle any feathers."

Comment representative of those responding "yes":

"The main or key person in the administrative chain is the department chairperson, who, probably more than anyone else, can distinguish between an effective and ineffective teacher in his/her academic discipline."

Comments from those responding "maybe":

"Tough to say...the observation is usually pre-scheduled (and thus more artificial). The administrators themselves are hardly 'master teachers.' The post-evaluations do, however, focus on making a weak teacher stronger...but not al all on a consistent basis."

"There is an unofficial evaluation from students, parents, and perhaps colleagues that allows an administrator to know what's happening. The 'official evaluation system' is a perfunctory act."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Several in-service seminars such as computer training and learning differences have definitely impacted my approach to teaching. However, follow-up seminars would be helpful."

"The reimbursement of tuition for workshops and courses is a positive incentive for continuing education."

"The most positive impact on classroom teaching...comes from department discussions both formal and informal. Also attendance by department members at seminars (most members have also attended NEE summer seminars) and other institutes and programs throughout the country has enriched classroom teaching."

Suggestions:

"One suggestion could be the planning of more valuable in-service programs that would give teachers new insights into their own academic disciplines."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Recruitment is often done by word of mouth. Hiring is sometimes based not on potential as a teacher but for a collateral duty such as coaching. [There is] minimal help for beginning teachers."

"We desperately need a faculty training session on career stress and burnout. We function far too independently of our stated mission--everyone seems to be in private practice. We each have our own stress factors at various intervals in our teaching careers, but we never seem to connect and support one another in these things. This is the nineties. We know far too much to allow ourselves to be this ignorant."

"The two highest-placed administrators are not strong, committed academicians. If both were focused primarily on teaching and learning, our good school would be even better....Morale levels often are low...our salaries need to be commensurate with our productivity."

Appendix Three: School C

Number of Respondents: 48

Ethnicity: 37 White, 2 Asian American, 1 African American, 7 No Response

Gender M 27 F 20 N/R 1

Median Years in Teaching: 20

Median Years at present school: 11

1. **What attracted you to teaching, as opposed to a career in another profession?**

Personal fulfillment, accomplishment, growth ("I think the classroom is the most exciting place in the world.") ("...I saw the opportunity as a chance to return to high school--a period of life that had been academically vacuous for me--and re-learn some of what I had missed by teaching in that environment. My general philosophy is that I would help young people...prepare for a stage in life that I had just finished.")	21
Working with children ("I had worked as a summer coach and camp counselor during my summers, and I enjoyed working with kids.")	19
Love of subject ("My love for the subject matter and the desire to share it with others.")	8
Desire to serve, help others ("Effect a chance on the world via youth.")	8
Role models	7
Sense of calling/family tradition	5
Time with own children	2
Vacations	1
Profession open to women	1
Opportunity to coach	1
Autonomy in classroom	1
Never boring	1
Friend's recommendation	1
Secure job when husband runs away	1
Business world reprehensible	1

2. What attracted you to teaching at your school, as opposed to other schools?

School atmosphere, quality of students, standards, facility ("The remarkable quality of the faculty, the eagerness of the students to learn, and the independence to design and modify my own curriculum.") ("Learning and learners matter here.") ("We're treated like professionals--with respect. Excellence [is] demanded and happily rendered. Supported in every way, shared goals.")	15
Compensation and benefits ("School's financial resources.")	8
Autonomy/empowerment ("Great school and opportunity to control my curriculum.") ("The opportunity to equip a new physics facility and design a new curriculum from the ground up.")	7
Faculty ("Excellent department chair, helpful faculty in the department.")	7
Location ("There's not much winter here.")	7
School's reputation	6
Administration	4
Recruited to the school	4
Alumnus	2
Friend's recommendation	2
Job opening/offer	2
Independent day school	2
Class size/school size	1
School offers German	1
Single-sex school	1
Spouse/family	1
Professional growth	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.6
Reputation of school	4.4
Relationship with colleagues	4.2
School's philosophy and mission	4.2
Class size	4.2
Relationship with school leaders	4.2
Professional development	4.1
Influence on curriculum	4.0
Compensation and benefits	4.0

Comments:

"The people keep me here--students, faculty, parents."

"Proximity to my home is a plus. I can work late or drop in for extra planning and prep without using a lot of time traveling."

"I particularly enjoy the respect and freedom given our teachers."

"There are not many better institutions but this city leaves me wishing for greener pastures."

"I would only move if I were presented with a different and more stimulating opportunity."

"My job has not changed at all since I have come to this school....Our department is terribly polarized by age; the grey faculty choose their courses first and the young faculty pick up the scraps. I cannot say I blame them for exercising choice over their course load, but it leaves me with a sense that my job has not changed....I cannot shake the feeling that I am a rock in the stream rather than a part of the current."

"It is a fool and a tragic agent who...enters with a false sense of potential earning power."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.5
Retirement system	3.2
Tuition support for faculty children	2.2
Housing	1.2

Suggestions:

"Increase school's contribution to retirement plan."

"A 'cafeteria plan' approach and a flexible spending plan to maximize the benefits."

"I would recommend the formation of a consortium of schools which faculty children could attend with some form of tuition support."

"There should be support for daughters and sons not attending this school."

"Increase life insurance to three or four times salary."

"Housing is expensive in this area. More faculty housing may help retain and recruit faculty in the future."

5. **Please check the box(es) that best describe your school's compensation system.**

No salary scale	24
Salary scale with room for school head's discretion to reward performance	13
Not sure	7
Salary scale with merit pay	6
Strict salary scale set by years of experience	3

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

Yes	20
Unsure	11
No	10

Comments:

Among those who answered "yes" the following comments are representative:

"The master teacher chairs recognize the best people...otherwise, the top people are recognized by the department heads and the headmaster."

"Yes, but it is the benefits of eager students, health coverage, professional development, and a general esprit de corps, not basic salary, that encourages it [excellent teaching]."

"Yes, it is kept on a private basis. Less sharing of private matters seems to benefit the institution as a whole."

"We are the highest paid school in [this area]. You have to perform very well to stay here. I would not want a 'system.'"

"Yes. No scale means everything is performance-based."

Among those who answered "unsure" the following comments are representative:

"I believe that raises are tied to some extent to performance, but I don't know precisely how this is done."

"Hard to tell--salaries are individually negotiated."

"I would like to know exactly how my pay increase is determined so that I can make adjustments toward a tangible reward beyond merely keeping my position for another year."

Among those who answered "no" the following comments are representative:

"There is not an adequate evaluation process. More of the nature of 'no complaints' implies 'good performance.'"

"I suspect the compensation system is unknown to keep peace, especially if it is learned that math/science teachers make more money."

"When the board approves 2/5% to 3% raises for three years running and other schools in this area are giving 5%, then the old 'Gee, it's the economy' excuse wears pretty thin."

"Regardless of my department head's fulsome and enthusiastic praise, my sequence of raises reflects, if anything, a teacher on the decline....The school could not realistically afford to appropriately award all of those teachers who honestly deserve raises for outstanding classroom work....I have found motivation only from within or from those few students who make teaching a transcendent experience."

Among those who did not respond to the question the following comments are representative:

"We not here for $."

"I believe that a lack of a salary scale promotes unhealthy competition among faculty. Instead of focusing on the overall mission of the school, the focus is 'what can I do to make me look better?'"

"Increases tied to the cost of living are not good motivational factors."

"The compensation system should reward rather than punish."

7. **Does gender make any difference in a teacher's compensation at your school?**

Unsure	23
No	14
Yes	10

Comments:

Even among those indicating "yes" or "no" most respondents stated that they were not certain. Among those indicating "yes" or maybe, the following is typical of a common response: "I don't really know what other teachers make; however, I suspect coaching is an issue, and as a female at a boys' school I do not coach."

One respondent commented:

"Female faculty members with children attending the school with tuition remission tend to be paid less than males with children at the school."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Yearly evaluation by department or division head	47
Goals-setting conference with supervisor	42
Full-period classroom observations	32
Post-evaluation conference with supervisor	24
Special process for beginning teachers	17
Self-evaluation	14
Collegial classroom visits	13
Student course evaluations	5
Process for evaluating supervisors and administrators	5

Comments:

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	19
Maybe	18
No	6

Comments representative of those responding "yes":

"Administrators have a pretty good idea of each individual teacher's performance because the administrators weigh input from department chairs, other faculty members, current students, students of previous years, and parents."

"In a small school such as this school, I don't think ineffective teachers, if hired, are around very long."

"They know what's going on and who makes extra effort."

"Observations, evaluations, etc., produce an effective determination."

"Administrators visit nearly all activities, including classes."

"Parents are welcome to comment as are colleagues and students. Most importantly we all like this feedback. If it's negative we have to do a full self-evaluation and share it with our administrators. It is not a threat. It is part of our culture and keeps us on our toes."

Comments representative of those responding "maybe":

"It is probably dependent on the competency of the administrator."

"Partly--but only for the first few years at the school."

"It enables them to do so. Sometimes they actually do. Sometimes not. There's a lot of puffery!"

"I think our system allows the department chairs to distinguish. But...I don't think the administrators know any more than the chairs tell them. The administrators never sit in on classes."

"There should be some process set up for evaluating supervisors."

"Evaluation processes are usually a last resort mechanism. They usually do not detect or diagnose teaching problems."

Comments from those responding "no":

"The evaluator must see an over-all approach of consistency of a teacher. This comes from frequent, not threatening, collegial visits. The one-time 'dog and pony' show is meaningless."

"Not at all. In the eleven years that I have been here the gap has grown--I think the administrators have very little idea of what is happening in the classroom."

"In reality, only the teacher, the students, and maybe a few well-informed parents really know what happens on a day to day basis. I think that student evaluations are very effective, although occasionally painful. Many teachers are like their students--they have a hard time taking criticism, even stubbornly and pompously, hope that they are good enough as they are."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"My trips to see the art treasures of the world have made a huge and positive impact on my teaching. [My school] has been most generous in this area for me!"

"Each teacher can submit specific request for his/her own development. This freedom allows teachers to stay fresh in their discipline, helping lead to more enthusiastic teaching."

"No recommendations--our professional development program is outstanding!"

"I have almost completed a master's degree, which has included three summers of residency in Oxford. In this respect, as in most, the school is as financially generous as it can possibly be."

Suggestions:

"A sabbatical program (well-funded of course)!"

"I would like to watch other teachers teach more often."

"Opportunities to go to professional meetings on a yearly basis to update current research in my area, to see what is out there in national curricula."

"My principal suggestion would be to increase our in-service program and to make us more receptive to outside ideas. We are terribly myopic."

"I would like to see some in-services on effective listening skills and on positive attitudes."

"Additional funds for faculty development would benefit teachers so you don't have to 'scramble' to get approval before the money runs out."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"To somehow convey that lifetime tenure should not be an expectation. The school needs change and so does a teacher. When the signal is given that you need to make a move, do it. The best thing, of course, is for the teacher to give the school the signal."

"School budget, including general information on salaries and benefits, should be shared regularly with the faculty. Department heads (or whoever does evaluating) must be given the time to visit classes and work with faculty for the process to have any credibility."

"I don't believe we always practice what we preach in terms of discipline. We talk a fairly hard-nosed policy, but we're actually quite lenient.... This creates great cynicism among even younger students."

"The school simply does not provide an environment where young new-comers can earn upward mobility, not to mention an acknowledged voice in the mission of the school. In a period of radical administrative shift, the precedent of moving late career teachers into the mid and upper level administrative positions has been set."

Appendix Four: School D

Number of Respondents: 17
Ethnicity: 13 White, 2 Black, 2 No Response
Gender M 6, F 10, N/R 1
Median Years in Teaching: 17
Median Years at present school: 9

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("Working with adolescents: young, energetic, curious, and 'becoming'")	7
Personal fulfillment, accomplishment, growth ("Learning environment, love of books and ideas") ("As a way to earn a living in music, the variety of musical opportunities that I can enjoy while growing as a musician, and the opportunity to build future audiences")	5
Love of subject ("Love of my subject matter; pleasure in sharing it, especially with young people")	4
Desire to serve, help others	2
Role models/own experiences in school ("I always loved the classroom as a student")	2
Gender: career open to women ("At the time of my college graduation, I perceived my career choices to be teaching, nursing or secretarial work....")	2
Sense of calling/family tradition	1
Faculty colleages	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility ("The beauty of the campus, the students themselves") ("The response of the kids I met on the first day and their graciousness and openness to someone new")	7
Location	6
Administration ("The high level of support and appreciation for the arts from administrators and parents, as well as the facilities")	5
Class size/school size	3
Autonomy/empowerment	2
School's philosophy and mission	2
Job opening/offer	2
School's support for the arts	2

Faculty	2
Accident	1
Commitment to diversity	1
Professional development opportunities	1
No need for license of credential	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.7
Relationship with colleagues	4.7
Influence on curriculum	4.6
Class size	4.5
Reputation of school	4.3
Relationship with school leaders	4.3
School's philosophy and mission	4.3
Compensation and benefits	4.1
Professional development	4.0

Comments:

"I feel I am high respected as a professional and trusted."

"At first one other person kept me here; since then I've come to respect the faculty immensely. I enjoy the students every day."

"I would like us to be more successful...in diversity."

"The high level of support and appreciation for what I do is very rewarding...."

"[The] school needs to do more to support non-white students. More faculty role models, institutional support, and general interest in others on the part of the community."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Retirement system	3.5
Health care	3.4
Tuition support for faculty children	2.4
Housing	1.5

Suggestions:

"Families should be included in health package."

"There should be an apartment on campus for visitors, prospective teachers, visiting foreign teachers (for exchange program)."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict scale with room for school head's discretion	9
Unsure/don't know	5
Strict salary scale set by years of experience	3
No salary scale	1

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

Maybe/No Direct Response	11
Yes	2
No	1

Comments:

Among those whose answers were equivocal or uncertain, the following comments are representative:

"Only the headmaster decides on our 'compensation.' Our salaries and those of our colleagues are a mystery. Our excellence is reinforced more by pats on the back and positive feedback, I think."

"What happens is that the headmaster finds ways to reward people who've done something exceptional in a particular year. The 'system' does not particularly reward or distinguish excellence."

"It's so hard to fairly measure 'excellence'--so it would be hard to ascribe a value to any measure. Cash awards are given to 2/3 teachers for special recognition at graduation."

"Excellence in teaching may be acknowledged by promotion to increased administrative responsibilities."

Among those who answered "no" the following comments are representative:

"The compensation system is not specifically structured to encourage excellence, which is fine with me--I don't care that much about $--excellence is definitely encouraged by everyone in the community in other ways."

Among those who answered "yes" the following comments are representative:

"Salary scale places us in the top % of schools (independent) in the country so recruitment is facilitated."

Among those who did not respond to the question directly the following comments are representative:

"Housing and sufficient compensation to afford it is the biggest problem this school has. The area is so expensive that many teachers will never be able to buy a home."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	8
Unsure	5
Yes	0

Comments:

"I think it used to--our Head has made a genuine effort to bring female teachers' salaries up to males'." Several teachers offered similar comments.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Special process for beginning teachers	12
Collegial classroom visits	9
Self-evaluation	8
Full-period classroom observations	8
Student course evaluations	8
Post-evaluation conference with supervisor	5
Yearly evaluation by department or division head	4
Goals-setting conference with supervisor	4
Process for evaluating supervisors and administrators	2

Comments:

"Our school frequently recommends and discusses more set evaluation procedures. What I value most [here] is the fact that we improve by cooperating among ourselves--by getting suggestions and bouncing ideas off of each other. We are encouraged to give positive suggestions and to be open and honest with each other. Any other imposed method would, without a doubt, stifle my performance and make me resentful of other's judgments."

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	9
Maybe	4
No	2

Comments representative of those responding "yes":

"Because of our size and open student/faculty dialogue, students feel free to complain (parents too). Effectivness of teaching is fairly common knowledge."

Comments representative of those responding "maybe":

"I don't know. I would hope they [administrators] would look at AP scores for AP classes--and get some information about excellent/poor teaching."

Comments from those responding "no":

"We really only use it [a system of appraisal] when there is a problem. We need a way to effectively evaluate for growth and change."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"I especially appreciated our inservice day on computer software."

"There's been a special emphasis on students as individual learners with unique learning styles and differences."

"We have generous financial support for workshops, classes, and new technology."

"Regional CHIS [?] conference was terrific. In-service work day...also quite helpful."

"The big plus lately at school has been financial support for computer hardware and software, which has enabled me to expand my contacts with English teachers through the Internet."

Suggestions:

"Time to develop cross-cultural curriculum."

"Seminars in adolescent psychology and development and learning styles."

"The opportunity for summer $ and seminar $ to pursue field of interest."

"It [professional development] is not a focus and it should be."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"I find I learn a lot from my colleagues--I wish we had more organized time to share ideas."

Appendix Five: School E

Number of Respondents: 18

Ethnicity: 14 White, 1 Portuguese-American, 1 Chinese, 1 Jewish, 1 Human

Gender 8 M, 8 F, 2 No Response

Median Years in Teaching: 10

Median Years at present school: 6

1. **What attracted you to teaching, as opposed to a career in another profession?**

Personal fulfillment, accomplishment, growth 11
("I like the amount I get to learn every time I teach a course, especially a new one.")
("To do something productive in the world, not having a career solely to earn money but to be fulfilled.")
("Desire for lifelong learning; love of literature; desire to work with good people with noble values.")

Working with children 5
("Ongoing engagement with intellectually exciting material and with young people in the cusp of their adulthood.")

Love of subject 3
("My passion for biology, passing it on, sharing it.")

Desire to serve, help others 3

Vacations 2

Variety of activities 2

Compensation and benefits 1

More time with family 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility 8
("Very different program--radical approach--different schedule--creative ideas.")
("[The school] is committed to educating students to be lifelong learners. The focus is critical thinking, not just content.")
("A casualness that allowed me to do what I felt was important combined with an academic intensity that expected good, strong teachers and courses.")

Faculty 8
("I have found the two directors vitally interested in learning and inquiry; the faculty stimulating--interested in their field. I have the opportunity to choose my books and materials. The perfect school for me."

Autonomy/empowerment 7
("Latitude to develop curriculum and exercise control over my classes. Thoughtful and warm colleagues.")

School's philosophy and mission 6
("Non-competitive philosophy, emphasis on the individuals' responsibility for own learning, diverse curriculum, focus on the arts, small classes, dedicated faculty and staff, involvement in community.")

Class size/school size	3
Administration	2
Appreciation for the arts	2
Friend's recommendation	1
Commitment to diversity	1
Location	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

School's philosophy and mission	4.6
Relationship with colleagues	4.5
Class size	4.4
Contact with students	4.3
Reputation of school	4.1
Influence on curriculum	4.1
Professional development	3.8
Compensation and benefits	3.7
Relationship with school leaders	3.6

Comments:

"Only public schools would interest me more because of student population served."

"We need a sabbatical program."

"The level of energy and openness to new ideas is unique."

"Given the high rankings above, I am quite dissatisfied and very much considering leaving the profession because it is simply too much work. It takes me away from my family too often."

"Lack of advancement possibilities, both financially, as well as professionally, would make me leave."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.6
Retirement system	2.8
Tuition support for faculty children	2.2
Housing	1.7

Suggestions:

"I would prefer greater benefits in health care for my dependents."

"I would like to see more endowment $ or some $ for tuition support for faculty children. Also, we need a sabbatical program."

"Include eye care and better mental health benefits."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	16
Salary scale with room for school head's discretion to reward performance	1
Other	2

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	7
Unsure	4
Yes	3

Comments:

Among those who answered "no" the following comments are representative:

"No bonus is given for extraordinary work and very little room for advancement is available. his I find difficult. I must work for ways to grow and excel on my own."

"In some ways it works against supporting teaching, for the only way to make more $ is to take on an administrative job."

"...we could use some pay for master teachers."

Among those who answered "unsure" the following comment is representative:

"It may not. On the other hand, those of us who have been teaching here for some time feel a tremendous loyalty to the school and the students."

"I don't teach for the $ so I don't really connect the two often. I like having a strict salary scale--it seems fairest."

Among those who answered "yes" the following comments are representative:

"Yes, but I would allow more discretion to the head....Let him compensate people for experience other than teaching."

"The most recent change included higher raises for middle level teachers."

Among those who did not respond to the question directly the following comments are representative:

"The school encourages excellence in teaching but not by a 'compensation system.' There is a passion for teaching."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	15
Unsure	2
Yes	0

Comments:

Among those indicating "no" some respondents stated that they were not certain.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Self-evaluation	12
Special process for beginning teachers	12
Student course evaluations	12
Full-period classroom observations	8
Post-evaluation conference with supervisor	8
Collegial classroom visits	8
Goals-setting conference with supervisor	8
Process for evaluating supervisors and administrators	6
Yearly evaluation by department or division head	4

Comments:

One respondent referred to a "Faculty Personnel Committee" that periodically evaluates members of the faculty.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Maybe	7
Yes	4
No	4

Comments representative from those responding "maybe":

"I am not certain that the review process alone does this, but I believe that through student class evaluations and the yearly review of goals with the director that a clear impression of each faculty [member] is made."

"I'm not sure what our system is."

"I would say it's not formalized; it's a bit hit or miss."

Comments from those responding "no":

"The administration doesn't really do any useful appraisal."

"Sporadic, little follow up. Even if they can distinguish [ineffective teaching], nothing [is] done about it."

Comments representative of those responding "yes":

"Teachers are helped in solving most of their problems by [a] mentoring program."

"Teachers are evaluated every three years. However, this process is often not followed through."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Faculty in-service training: when faculty has an opportunity to interact in an unusual way, the most positive impact is made for me. Some conferences can be wonderful and motivating--such as G.L.S.T.N.'s first West Coast conference--very inspirational."

"Funds are available for any conference or teacher training I want to do. The school is quite generous in this area."

"Faculty development depends on teachers taking advantage of programs they find through their own research. The school is very supportive of faculty developing their intellectual interests and teaching skills."

"Announcements come frequently to the faculty bulletin announcing opportunities. However, more needs to be addressed in terms of teachers' development of their teaching methods."

"I am not aware of programs for professional development, but will soon inquire."

Suggestions:

"Should make employment contingent on continuing education."

"There should be a faculty member or administrator who takes on faculty professional development as their area of expertise, tuning faculty in to opportunities for study--coordinating classroom visits, etc."

"We do need a sabbatical program. (I suppose I am sounding like a broken record.")

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"I love this school. I love to teach. I feel supported by the administration and respected by colleagues and students."

"It seems to me like you are missing the most important issue for me, which is workload."

"The school understands that real education involves acquiring and sustaining a passion for one's subject. It rewards this with letting the teacher design the course and teach it. As a teacher this is what I need--what any teacher needs."

Appendix Six: School F

Number of Respondents: 50
Gender: M 18 F 32
Ethnicity: 35 White 2 Latino 13 N/R
Median Years in Teaching: 17
Median years at present school: 10

1. **What attracted you to teaching, as opposed to a career in another profession?**

Wanting to work with children 25
("The opportunity to learn and teach while working with young children..Every day a new start")
("I am inspired by the students. They are fun and I enjoy the advising as well as teaching my subject")

Love of subject/sharing knowledge/helping others grow 25
("I love kids and reading and writing. I've always loved school. Where else do you get paid to do what you love?")
("The chance to share the excitement of my discipline")
("My passion for clay as a vehicle to learn and express oneself--wanting to share that passion with others, watching growth take place to students is exciting to me")
("In teaching, the essential task is to nurture and help other people. This is a joyous activity")

Academic environment conducive to personal growth 7
("Desire to enter a profession that would keep my mind active")
("Intellectual challenge not focused on making a profit")

Sense of calling/family members who were teachers 5

Role model of teacher wanted to repay 5

Vacation 3

Accident of life 2

Fits with being a mother 2

Sense of empowerment and autonomy in classroom 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School mission and philosophy (Quaker) 22
("School mission--to look for and foster good in all")
("Stayed because it is a Quaker school and I love my job")
("A very clear emphasis upon respect for each person--by administrators, faculty, staff, and students")

School atmosphere, standards, and quality of students 18
("People care about each other. It is positive to be smart and to achieve. My colleagues are supportive and interesting. The goal is to be better. The administration is supportive.")
("When I visited for my interview the first time, it was canceled on short notice because they had a kid in trouble. I figured a school that moved administrative appointments to fit kid's problems was OK!")

Independence in classroom/sense of empowerment 8
("affirmation, having lots of freedom in the classroom to do the very best job I can")
("The less autocratic environment, with independence of choice for students and faculty")

Class size/school size	7
Position open	6
Location	5
Faculty	5
Administrators/department chairs	4
School's reputation	3
Husband/family	3
Friend's recommendation	2
Tuition remission	1
Coeducational	1
Teaching/coaching assignment	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students:	4.7
School's philosophy and mission	4.4
Relationship with colleagues	4.3
Class size	4.3
Your influence on curriculum	4.1
Reputation of school	4.0
Relationship with school leaders	3.7
Professional development	3.6
Compensation and benefits	3.0

Comments:

"It's an extremely pleasant work place and the students are the key to the enjoyment of this job."

"The high ratings above lead me to say that I cannot see myself leaving for the near future."

"I am never bored--always something to do next. I enjoy the faculty and students very much...I especially feel gratified through my associations with the faculty--they seem so supportive of my efforts and position."

"I am somewhat frustrated by my salary and pressure of tuition for my children."

"I would go to another school that had tenured faculty and administration of color."

"Quality of student body and ability to work with less confident students keeps me here. Changes in housing policy will nudge me away."

"Higher compensation and benefits would entice me to move."

"Salary is poor."

"During the years, many outside offers never really tempted me to leave."

"I want my children to finish their secondary education here."

"There is new life here which offers reward for care, compassion, and hard work."

"What keeps me here: 1) support for but not interference in my teaching--I have a fair degree of independence; 2) the school provides a very good holistic education--the students are well-served; 3) I have a child in Lower School and another soon to attend--the first has "tuition remission." It is an excellent school for them. 4) Consensus decision-making."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.1
Retirement system	3.1
Tuition support for faculty children	2.7
Housing	1.6

Comments:

Common comments about the housing policy resemble these two.

"Unfair distribution--some receive housing plus tuition; some neither. Others two tuitions (when newer faculty have only one."

"Housing isn't fairly distributed. People are able to have the benefit of housing forever--and own other income-producing homes, vacation homes, etc."

Suggestions:

Instituting a dental plan was the most common suggestion.

"Housing should rotate periodically. it seems very unfair that some people have been in housing for so long!"

"I think we should be offered a set of benefits and be able to choose the ones we want and be compensated in other ways to put us all on an equal salary scale."

"A tradeoff of Health Care benefits (which I get through my husband) for a second child's tuition remission."

A choice among health organizations, a dental plan and the option to self-pay after retirement."

"Tuition for two children."

"Please don't change the TIAA-CREF amount contributed by the school or the tuition support for faculty/staff children. These things make a huge difference when added to a low salary. A dental program would be great!"

"Provision of health insurance for a two-person family at less than the "family" rate...I, as a sole-support single parent, was paying about $280 a month for health insurance."

5. **Please check the box(es) that best describe your school's compensation system.**

Salary scale with room for school head's discretion to reward performance	32
Strict salary scale	7
Other	6
No salary scale	2
Salary scale with merit pay	1

Comments:

The above distribution reflects considerable confusion about the compensation system. Typical comments include:

"Scale is very subjective and not based on performance."

"A new salary scale is being explored. There has been too much salary-by-whim and secrecy."

"Squeaky wheels and males get more."

"It's confusing and I don't understand it!"

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	28
Maybe	8
Yes	4

Comments:

This question aroused more heated comments than any other posed.

Illustrative of the general response of those answering "no" are the following:

"No objective measure and no evaluation. Excellence is not rewarded (coaching is)."

"Not currently but with a new head I have great hopes."

"'Bosses' in the real world have the liberty to give raises, or withhold raises. Why not in academia? True, there's an issue of 'favorites' and politics being played. But I certainly would appreciate the 'carrot' of a financial incentive for excellence."

"Definitely not. A master teacher plan? A mentoring system (additional pay for such duties)? An awareness on the part of the head regarding who's trying to develop and who's dead in the water."

"No--first we need a sound system of evaluation--then merit pay would be possible."

"Not really, I think I just plug along. Since no one observes, how do they know how to compensate for merit if it's not clear what I'm doing?"

"Let's go public!"

"I think posted salaries would remove the myths and secrecy surrounding the issues of salary and actually increase our sense of personal worth."

"I don't think compensation should be used to encourage excellence in teaching. Bad teachers should be fired. Good teachers should be encouraged to stay--with praise, opportunities for advancement, etc."

Illustrative of those answering "maybe" are the following:

"Difficult to answer--greater compensation of a monetary level may not always be the only factor in encouraging excellence in teaching."

"I think there should be a healthy base and then compensation for work done above and beyond the norm."
Of those teachers who answered "yes" the following comment is typical:

"I think I have been rewarded for efforts I've made."

7. **Does gender make any difference in a teacher's compensation at your school?**

Maybe/don't know	21
Yes	16
No	12

Most of the "maybe" opinions explained that they simply didn't know because the salary system has been so secretive.

Let one "maybe" comment stand for the whole:

"I don't know but I hope it doesn't. I would really be disappointed if I found out that it does."

Among the "yes" comments the following are illustrative:

"I hope this is being addressed, but because the system is old, it was designed with the theory that women don't bring home the supporting salary to a family. Big error!"

"It always makes a difference because after school teachers are able to coach and do after school activities that mothers have a hard time accommodating."

"Being married to another faculty member always seemed to be a negative in salary negotiations."

"Too long under 'good old boy' administration."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

There was such scattered variation that tabulating data seems less to the point than noting a few comments from faculty:

"There is no set, formal, rigorous 'system of appraisal'--and there should be!"

"There is really no formal system in place, though one is currently being developed."

"We're very weak in this area!"

"Casual visits by department head."

"Yearly evaluation, self, evaluation, goals-setting conference, and post-evaluation conference in one division only."

"I feel very positive about the appraisal and evaluation given to me by my superior. It is very effective and rewarding."

"The only evaluations I get are from the students--I ask them questions at the end of the semester to help me."

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

No	21
Not sure/maybe	12
Yes	11

Only Lower School teachers seem to be that an appraisal system exists or is working because the Lower School head is constantly visible, in and out of classrooms." See above question # 9 for related comments.

Comments illustrative of those who responded "no" include:

"I think if something is chronic then suggestions are made to fix it but on the whole the school is very forgiving and teachers are not usually let go."

"Our system could only be based on random feedback at this point."

"I believe the administration mainly hears about 'problems,' rarely about good teaching. Good teaching is not rewarded."

"There are no clear expectations or guidelines when people are hired."

Comments illustrative of those who responded "maybe" include:

"I'm not sure. I think more appraisal should be happening."

"There seems to be a lot more credible evaluations going on in the Lower and Middle schools than in the Upper School. Let's strengthen the evaluation process."

Comments typical of those who responded "yes" include:

"There is much contact between head, teacher, parents and students besides the evaluations--quite thorough I feel."

"The head of my division meets with team teachers every other week and is in the classroom daily."

"I think that we are able to distinguish fairly well, although we are not very formal about the process."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"We don't really have a program for faculty development."

"We have incredible opportunities for professional development. The school puts on various workshops throughout the year and we are encouraged to apply for conferences on our own."

"I think that we have had some good speakers and workshops; I'd like to see many more organized."

"Any courses in an area of real interest, not just to accumulate credits--I have been reimbursed for these--great! Other programs, abroad for instance, are more difficult to get fully funded."

"Faculty needs to use it [faculty development] more, perhaps be required to be involved in one conference every few years."

"As a faculty we are not very good at finding time to share ideas about teaching."

Suggestions:

"Getting money to go to conventions, classes, etc. Would be good to help with substitute teachers."

"Encourage groups of teachers to collaborate--give time for this to happen."

"Needed is some type of mentoring program for new teachers."

"In-service days devoted to nuts and bolts how-tos, not ethereal should-bes...teachers' visiting other teachers classes, esp. in other division."

"I would suggest more sabbatical opportunities."

"I would love to see greater compensation for faculty wishing to take college courses."

"Build such opportunities [as summer course work and conferences] into a faculty evaluation system!"

"Programs directed to...early childhood with hands-on experience."

"If faculty had to do a quick write-up of the professional development program they attended, it might help crystallize their thoughts. Too often the programs are jammed in slots of time with little chance to let them sink in."

"Diversity programs and longer-running programs. Conferences with workshops that last 1:45 minutes or less don't allow me to get a clear grasp on matters."

"I would love to have more time to visit my colleague's classes!"

"...a faculty committee to administer those [development] funds..."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Coaching duties should be compensated."

"Recruitment is adequate. Compensation should reflect equality for those who do not have children or use school housing. Assignment and consideration should be investigated for non-curricular tasks. The evaluation process should re-begin quickly."

"Salaries should be at the top of the northeast range."

"Until recently, faculty and staff were routinely taken for granted and treated in a condescending and negative manner. It was easy to be pegged in to a category, never to escape. Faculty opinions/expertise were not valued or wanted. Morale plummeted! We work hard, we don't make much money: a little positive reinforcement goes a long way."

"Those of us in housing have been told our houses 'may' be sold. This is one of the benefits that cause me to remain here."

Appendix Seven: School G

Number of Respondents: 15 **Ethnicity:** 11 White, 2 Jewish, 2 No Response
Gender M 9, F 6
Median Years in Teaching: 20 **Median Years at present school:** 9

1. **What attracted you to teaching, as opposed to a career in another profession?**

Personal fulfillment, accomplishment, growth 7
(I'm an architect so teaching is a complementary profession. I see my architecture work as fulfilling my need to make physical things and beautiful ones, and my teaching as fulfilling a need to work directly and intimately with others.")
("The excitement and joy of learning, of discovery.")
("Excitement of classroom, intellectual nourishment, chance to help kids.")

Working with children 6
("I love working with adolescents and being part of their growth process. I love the classroom dynamic--the entertainer in me?")
("Love kids, love participating in the construction of knowledge.")

Love of subject 2
("First, I enjoy mathematical relationships; second, I enjoy the academic world and its values--as compared to the business world in which I've also worked.")

Desire to serve, help others 1

Sense of calling/family tradition 1

Vacations 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility 7
("Academic high school; therefore, students who want to do well and colleagues who love to teach.")
("Small classes, independence in programs, family-like atmosphere, students motivated to work.")

Autonomy/empowerment 3
("It was exciting to join a founding faculty as a school with a dynamic head and potentially interesting curriculum.")
("Sense of active participation by all in the community in the educational process.")

Independent coed day school 2

Class size/school size 2

School's reputation 2

Administration 1

Job opening/offer 1

Appreciation for the arts 1

Accident	1
Commitment to diversity	1
Compensation and benefits	1
Faculty	1
Location	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.7
Relationship with colleagues	4.3
Class size	4.2
Professional development	4.1
Reputation of school	3.7
Relationship with school leaders	3.6
School's philosophy and mission	3.5
Influence on curriculum	3.5
Compensation and benefits	3.4

Comments:

"Every year I feel that I am growing in a new way; [I value] the chance to become involved with new horizons, new courses to teach."

"I feel I'm provided an environment in which I'm deeply respected and can be very much 'my own person."

"Smallness, conservatism, narrow vision entice me to move on."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.5
Retirement system	3.0
Tuition support for faculty children	2.4
Housing	1.2

Suggestions:

"We need tuition support for faculty children."

"We could benefit by being given more information about retirement savings, etc. (Academics are notoriously under-educated about financial matters.)"

"Equity in benefits--i.e., domestic partner benefits."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	15

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	6
Yes	5

Comments:

Among those who answered "no" the following comments are representative:

"[The] system rewards seniority, not ability or effort. Too often, [the] youngest, worst paid teachers do the most work."

"The compensation system is not linked to excellence in teaching and should not be--it's too divisive."

"I see no other method I'd prefer--merit pay opens Pandora's box."

Among those who answered "yes" the following comments are representative:

"Yes, insofar as any alternative to it would create a distracting competitiveness, politicking, etc."

"Yes--reward experience and professional growth and staying with [the] profession."

"I'm a 'veteran.' I don't think it's entirely fair to be paid significantly more than the younger teachers, despite my experience, stability, etc."

Among those who did not respond to the question directly the following comments are representative:

"The very decision to hire/rehire (rather than salary) certainly provides some motivation to teach well."

"We are one of the highest paid and compensated schools in the state--that's good enough for me."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	12
Unsure	1
Yes	0

Comments:

Even among those indicating "no" many respondents stated that they were not certain.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Self-evaluation	12
Full-period classroom observations	11
Special process for beginning teachers	10
Student course evaluations	10
Process for evaluating supervisors and administrators	10
Post-evaluation conference with supervisor	8
Collegial classroom visits	7
Yearly evaluation by department or division head	6
Goals-setting conference with supervisor	3

Comments:

Several teachers commented that, depending upon years of experience, the evaluation comes every two or three years.

One comment concerned mentors for new teachers: "With new teachers we try to follow a policy of assigning a 'mentor' in his/her development, to support, inform, guide that new person as he/she adapts to the 'culture' and demands of the school."

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	5
No	4
Maybe	2

Comments from those responding "no":

"I don't think there are a sufficient number of class visits. The headmaster and dean of faculty could/should be much more a 'presence'--if only for an occasional, quick visit."

"Evaluation is haphazard and uneven. Besides, there are no consequences for ineffective teaching."

"I think it is word of mouth that brings administrators' attention to ineffective teaching, not the appraisal system."

"We're all too busy/stressed to use any process effectively."

Comments representative of those responding "yes":

"Yes, insofar as any system can."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Well-done; money is available for conferences, workshops, and even longer programs some times."

"It's available to those who seek it out. However, there's no expectation that individuals will use the available money."

"I think that as a French language teacher my school should enable me to afford to go to France or a Francophone country each year."

Suggestions:

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"We have a wonderful parents' association that spoils us with treats of food on special days. This sets the stage for a sense of being an appreciated faculty."

"Teaching is good or bad as teachers are, and what distinguishes a good from a bad teacher is as subtle, indefinable, subjective as what distinguishes a good from a bad piece of music."

Appendix Eight: School H

Number of Respondents: 34

Ethnicity: 30 White, 1 Indo-American, 1 Hispanic, 1 No Response

Gender M 11, F 23

Median Years in Teaching: 15

Median Years at present school: 4

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children 15
("This is my second profession...while I did some instructing in my first career, I missed the daily contact with adolescents that I'd had as a teaching assistant in graduate school.")

Personal fulfillment, accomplishment, growth 11
("The joy of sharing experiences, information and ideas with others. Also, the satisfaction of helping individuals overcome obstacles and reach their goals and achieve success.")

Love of subject 8
("I have a love of foreign languages and like to impart that enthusiasm to the students")

Desire to serve, help others 4
("Believe it or not--I wanted a career in an area that I thought I could do something worthwhile for people.")

Sense of calling/family blood 3

Vacations 3

Profession open to women 1

Opportunity to coach 1

Autonomy in classroom 1

Never boring 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility 9
("When I visited the school, I sensed a comfortable atmosphere among both faculty and students.")
("Didn't have students who carried weapons of limited vocabulary to four-letter words.")

Class size/school size 7
("I like the atmosphere, the smaller class sizes, the emphasis on education, the freedom I have with textbooks and curriculum, the rapport with faculty members in the department.")

Job opening 6
("A position opened in the area of my greatest interest. Opportunity to bring my own children to this school.")

Autonomy/empowerment 6
("The freedom to choose my own books and style of teaching.")

School's reputation	5
Faculty	5
Independent day school	5
Administration	3
Location	2
Compensation and benefits	1
School's philosophy and mission	1
Spouse/family	1
Coaching	1
Able to work part-time when started	1
Able to work with children of all ages	1
Professional advancement	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Class size	4.7
Contact with students	4.5
Relationship with colleagues	4.5
Reputation of school	4.2
School's philosophy and mission	4.1
Professional development	3.7
Relationship with school leaders	3.7
Influence on curriculum	3.6
Compensation and benefits	2.7

Comments:

"[What keeps me here is the] opportunity to try new things, either teaching methods or teaming."

"Knowing that I am supported 100% by the administration helps to make this challenging job more manageable."

"My colleagues make it all worthwhile."

"My love of working with young people keeps me in the teaching profession."

"[There is] a tremendous support system and mentor system for young faculty."

"School's diversity socioeconomically is highly dissatisfying."

"I want to see some curriculum changes in how we teach writing and in the kinds of literature we read (more diversity, more women writers.) If the school doesn't open up to changes in my field, I would be inclined to move to a school that does."

"I will retire when I feel I am no longer effective of the administrators show a complete disregard for the needs of the classroom teacher."

"I believe there is a disparity in the amount of responsibilities, duties, and workload that certain teachers are burdened with at this school."

"I may consider leaving for another school because I may not be able to afford to stay where I am with what my salary is."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.2
Retirement system	3.1
Tuition support for faculty children	2.4
Housing	1.5

Suggestions:

"More emphasis to young faculty on saving with school's matching."

"Give faculty access to health care program after they retire."

"Tuition support for children should be need-based--with lower income families getting nearly free. Currently all must pay 20%--which is nearly out of reach for some but 'unnoticeable' by others."

"I would like to see total tuition support for children of faculty."

"We need to add a maternity policy which helps compensate teachers when they leave to the fullest amount afforded by the school. it should be standard for all teachers, not done on an individual basis."

"The retirement system needs improvement."

"The HMO plan we have is not as affordable as others I'm familiar with. I would like to see more options."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	25

Salary scale with room for school head's discretion to reward performance	4
Other	3
Salary scale with merit pay	2
No salary scale	1

Comment:

One respondent checking "other" replied: "There is a salary scale that is used at the discretion of the headmaster. Rumor has it that if there is a need for a certain position, the salary scale is forgotten."

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	13
Yes	5
Maybe	2

Comments:

This question provoked a lively debate for and against "merit pay," which the faculty perceives as under consideration.

Among those comments by proponents of merit pay the following are representative:

"Merit pay within parameters, based on experience and degrees received, would be a better system."

"A system based on only years of experience does nothing to encourage one to do his best. Another year does not make one a better teacher."

Among those comments by those opposed to merit pay are the following statements:

"There is no way for the present staff to put a system in such a small school. Method of assessment and individual differences would be major barriers."

"I strongly oppose a strict merit system since I feel faculty should be supporting each other, sharing ideas, etc....not focusing on outdoing each other in order to get merit pay (that only a few can receive)."

"I don't like to link salary with extra rewards. It is too easy to fool administrators."

Other noteworthy comments:

"Salaries need to be raised so that I can concentrate on teaching and not worry about if the money will be there to pay bills."

"Good young teachers traditionally leave after a year or two because of the low pay. Some leave teaching while others return to the regions of their homes or college careers. A long-term plan including faculty endowment monies should be developed."

"I have no experience and a master's degree. Because of my degree, I earn more than my colleague who has three years of experience and no master's. Experience makes a better teacher."

"Salaries are currently below average but the school's #1 commitment appears to be to raise these."

"The school is trying to improve its compensation system to encourage excellence in teaching by offering endowed teaching chairs and awards for the coming years."

"Excellence in teaching is encouraged through the parents and administrators, not monetary compensation."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	24
Unsure	3
Yes	3

Comments:

Even among those indicating "no" several respondents stated that they were not certain. Those answering "yes" commented that "men seem to have more of the positions of power--heads of departments, administration, etc."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Student course evaluations	24
Self-evaluation	23
Full-period classroom observations	21
Special process for beginning teachers	20
Goals-setting conference with supervisor	19
Post-evaluation conference with supervisor	18
Yearly evaluation by department or division head	17
Process for evaluating supervisors and administrators	14
Collegial classroom visits	5
Other	3

Comments:

Based on these data a fully structured system of appraisal seems to be in place. However, see below. The lower number for "yearly evaluation" may be because some teachers indicated that evaluation occurred every three years.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Maybe	13
Yes	8
No	4

Comments representative of those responding "maybe":

"It could be more effective if administrators were able to fully implement it, but evidently time constraints/teaching loads/etc., prohibit this."

"I think the system of appraisal needs improvement. For example, administrator may observe the teacher two or three times and the kids behave. However, teachers can still be late to class and be unprepared the rest of the year."

Comments representative of those responding "yes":

"The best part of the appraisal system are peer appraisals. Our peers give us the most upfront suggestions and encouragement. The appraisal system is good, but not always followed through."

"Yes, because they visit classrooms. However, I do feel that some ineffective teaching patterns are ignored. I'm not sure if that is because these teachers perform well on observation day or if they have been here for a long time and have been able to establish these patterns for years."

"Because teachers are not evaluated every year, administrators have more time to focus on 'problem teachers.'"

"Teachers are evaluated by a variety of colleagues. These 'supervisors' have very credible records and their opinions are respected and listened to carefully."

"I feel it does because there is a student component to the evaluation system. I believe that the students (despite their lack of pedagogical knowledge) are in the best position to evaluate teachers."

"Yes--but we do not have an adequate (powerful) means of changing ineffective teachers who have experience...no real threat of dismissal seems to exist."

"...it is evident who is and who is not doing their job. Also, the emphasis is on improvement, not just looking for weakness."

Comments from those responding "no":

"When there is a problem teacher, it always seems like nothing is truly done about it."

"Forty five minutes in a classroom does not distinguish an effective/ineffective teaching style."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Professional Day is a great idea: we visit other schools and observe classes and programs."

"Many different opportunities are presented to faculty members. As a result, much of the responsiblity rests in our hands as it is our decision to pursue programs or not."

"Summer grant money has helped a number of teachers develop new curriculum, take further course work, etc."

"There is very little time for faculty members to communicate with each other. Some time set aside for this each week would help greatly."

"Our school...does nothing really for development 'in house' except for an occasional 'pep talk' by an outside speaker."

Suggestions:

"Full reimbursement for any coursework taken."

"Practical programs rather than theoretical ones."

"Would prefer at least one professional day or half-day each trimester with good guest facilitator or 'latest' ideas."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"The school presently is conducting a campaign to establish an endowment to raise faculty salaries, which are lower than average. The success of this campaign will have a direct effect on the retention of younger faculty members, who may be inclined to move for higher salaries."

"As a new teacher I had expected more feedback."

"[The school] need not to load down new teachers, especially at the Middle School and Upper School level--so they burn out quickly. Teaching five classes, coaching, advising, etc., for most of first-time teachers--with no mentors--is very difficult. Faculty need to know more often that they are appreciated. Faculty need more planning time."

"I feel extremely supported by those I work for and with. There is a feeling of genuine concern and ethical conduct that I respect and admire in my supervisors. I've never known that in any other job. It's refreshing!"

"I would like to see more teachers hired from our state rather than out of state. We have had a lot of teachers come and go. We need more stability for students, parents, and faculty."

"More chairs should be offered in each department, not just science and math."

Appendix Nine: School I

Number of Respondents: 37

Ethnicity: 24 White, 3 Jewish, 2 German, 1 Scandinavian, 1 Black-Caribbean, 1 African-American, 1 Italian-American, 1 Hispanic
6 No Response

Gender M 10 F 27

Median Years in Teaching: 11

Median Years at present school: 8

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("I feel contented and happy when I teach. I enjoy being with children.") ("The opportunity to communicate information and reflect upon information given to me by students, a la a give-and-take spontaneous, yet also planned, environment.")	11
Personal fulfillment, accomplishment, growth ("As an artist, teaching gave me the most time for my work.") ("Enjoy working with people in an intellectually stimulating environment.")	6
Love of subject ("I enjoyed sharing my love of literature--and the ways that it reflects culture and politics--with students.") ("I enjoy imparting my expertise in what I love doing to others....I am also an artist.")	6
Desire to serve, help others	4
Opportunity to work in the arts	3
Sense of calling/family tradition	2
Role models	1
Vacations	1
Sports	1
Autonomy in classroom	1
Never boring	1
Business world reprehensible	1
Compensation and benefits	1
Accident	1

2. What attracted you to teaching at your school, as opposed to other schools?

School atmosphere, quality of students, standards, facility	20
("Well-thought-out curriculum, supportive environment for youngsters, high energy level, appealing environment, strong visual and performing arts program.")	
("This was the first school where I interviewed and I immediately felt a great sense of warmth and I knew I would enjoy teaching here.")	
"The depth of resources and materials for use in science teaching and the positive vision and attitude of the faculty and school.")	
Faculty	11
("The students and faculty/administration are incredibly dedicated to their work.")	
Autonomy/empowerment	7
("The opportunity to develop an entire program--curriculum, staff, facilities....")	
School's philosophy/mission	5
Job opening/offer	5
Appreciation for the arts	5
Compensation and benefits	3
Single-sex school	3
Class size/school size	3
Administration	3
Amenable to part-time teachers	2
Location	2
Technology at school	1
Never dull	1
Positive experience as student teacher	1
Independent day school	1
Recruited to the school	1
School's reputation	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Relationship with colleagues	4.8
Contact with students	4.7
Reputation of school	4.7
School's philosophy and mission	4.6
Class size	4.6
Influence on curriculum	4.5
Professional development	4.4
Relationship with school leaders	4.3
Compensation and benefits	3.1

Comments:

The most frequent comment is captured by the following statement:

As you can see the compensation is greatly at odds with the other factors. Unfortunately, it often becomes the most significant one because of the economic realities of living [here]. Therefore, the lack of money will be the determining factor for leaving for me."

Other representative comments include:

"The respect this school extends to my individuality, my art form, and my desire to continue my education will keep me here indefinitely."

"As an artist it is of tremendous importance to be allowed to teach part time."

"I worry that class size--which can now be as large as 23 or 24 in middle/upper school classes--is too big for the kind of faculty we have and the kind of program we run."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.5
Retirement system	3.0
Tuition support for faculty children	1.9
Housing	1.7

Comments:

"One of the reasons for possibly leaving has to do with not being able to afford my children's education."

"Tuition support should include provisions for faculty with boys as well as girls--otherwise it's discriminatory (and perhaps even illegal)."

Suggestions:

"Have a group of schools offer faculty's children spaces at reduced tuition."

"Dental care would be great."

"How about paid ten-year sabbaticals?"

5. **Please check the box(es) that best describe your school's compensation system.**

Salary scale with room for school head's discretion to reward performance	22
Strict salary scale set by years of experience	14
Salary scale with merit pay	4

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	17
Yes	7
Unsure	2

Comments:

This question generated a complex set of responses, often not easily characterized as "yes" or "no."

Among those who answered "no" the following comments are representative:

"I think teachers motivate themselves, not compensation systems."

"Excellence in teaching should be recognized financially as in other professions."

"We follow a pretty strict salary scale that frustrates those who feel they are vastly underpaid, which contributes to flight from the school."

"There is supposedly room for 'merit'--the head may award an additional increase to a % of faculty in any year, but this seems arbitrary and mysterious in the way it is administered. It also seems to have little, if any, relation to evaluations, verbal or written, which have been received."

"I would like to see teachers paid as much as sanitation workers or postmen/women. If the salary 'base' cannot be raised, then there should be tuition remission for boys/girls of faculty;

extra money for additional research; more opportunities to make money--and much better health benefits."

"I think there needs to be more insight into the hours and performance of each faculty member and a system that supports it. We seem to be locked into a scale without a merit system."

"Let's have merit pay but the faculty decides who gets it."

Among those who answered "yes" the following comments are representative:

"[The compensation system] provides increments for additional degrees; equitable faculty professional development program; sabbatical program; [and] alumnae and other special grants for summer opportunities."

"It appears that our compensation system is in line with those of most other independent schools, higher than some and lower than others. Therefore, we do attract those who either have an excellent background or are willing to build up that excellence here."

"This school has made the greatest effort (out of the other schools in which I've taught) to provide generous compensation for my skills."

Among those who answered "unsure" the following comment is representative:

"How can you quantify or qualify excellence in teaching, and how then do you go about rewarding those teachers?"

Among those who did not respond to the question directly the following comments are representative:

"Little room for merit; however, I would worry that any other system would be divisive."

"Teaching on the whole is low-paying. No one else is paying their teachers enough so why should my school?"

7. **Does gender make any difference in a teacher's compensation at your school?**

No	27
Unsure	6
Yes	4

Comments:

Even among those indicating "yes" or "no" most respondents stated that they were not certain.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Yearly evaluation by department or division head	31
Full-period classroom observations	27
Special process for beginning teachers	23
Goals-setting conference with supervisor	20

Post-evaluation conference with supervisor	18
Collegial classroom visits	18
Self-evaluation	17
Process for evaluating supervisors and administrators	5
Student course evaluations	3

Comments:

Several teachers checking "yearly evaluation" noted that the evaluation comes every two years. One teacher strong suggested putting in place a system for student course evaluations and for faculty evaluations of supervisors and administrators.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	21
No	6
Maybe	3

Comment:

This ration of "yes" to "no" and "maybe" reflects an unusually strong evaluation by the faculty of the school's appraisal system, relative to other schools surveyed.

Comments representative of those responding "yes":

"Yes, because each teacher is evaluated several times and those evaluations give an administrator an opportunity to see how effective a teacher performs in the classroom."

"Division and departmental heads monitor a beginning teacher's classroom routine more than once a year. Division and departmental heads are in touch with the climate of the student body and freely offer their observations on the general well-being of the student body."

"Ineffective teachers would have a tough time not being spotted in all the different levels of evaluation."

"Administrators are hands-on so that they have a good sense of how well a job is being done."

"It would seem that it does--the less effective teachers don't remain too long at our school."

Comments from those responding "no":

"Not really, because goals are set by the teachers, who may not recognize their own areas of weakness."

"Not enough evaluations--especially of teachers who have been here over three years. There really is no system."

Comment representative of those responding "maybe":

"There is little, if any, carry over to administrators above the department level. It [the appraisal] seems to have little effect on salary. One wonders if the head ever reads these evaluations. There is little or no response to them, and it becomes a paper exercise for some of us."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"The 'beginning teachers institute,' a three-day seminar devoted to teaching strategies, classroom management, parent conferences, etc., helped me organize my agenda for curriculum flow and assessment."

"...by allowing us to go to workshops of our choice, the school is fostering excellence in teaching. The workshops and conferences that I have attended have most definitely had a very positive impact on my teaching methodology."

Suggestions:

"Summer 'grants' (taxed as salary) for additional curriculum work are the best--but there need to be more of them."

"More time for thought and visiting other schools is very much needed. Each department ought to have one or two days per year given to outside activities--as a department than as individual teachers visiting other schools--although that also is important."

"More workshops for the lower school--not just meetings."

"More money for graduate classes. It's so expensive!"

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

Young people and even talented mature teachers will not remain in teaching (in private schools) if something is not done about compensation and benefits. Salaries in urban areas are too low to meet cost of living expenses. Teachers, unlike doctors or lawyers, cannot benefit from the 'perk' of having the best in their profession; most cannot afford to send their own children to private school (except, in some cases, their own--and this may be limited by the child's gender.) Support and recognition through evaluation is certainly desirable--but these qualities do not pay the bills. Private school teachers used to be celibate men/women or women married to men with lucrative jobs or men/women of independent incomes. That is no longer the case. Even celibate men/women can't live on private school salaries these days, alas."

"As a department head I'm concerned about the increasing gap between the suburban public school salaries and the independent schools in this city. Especially considering that many of us are leaving the city and moving to the suburbs because the city is so expensive."

"This is a great place to teach and learn. Not only am I stimulated by the students' ability to engage in classroom activities, but the faculty and administration are stimulating and encouraging as well."

"I love working here. The children are bright and curious. Many of the parents are involved and supportive. It is unfortunate that no matter how hard we work or how many hours, we make small salaries. Praise from parents only goes so far when you are trying to pay rent."

"I still love teaching but this issue or recognizing and valuing the experience of long-term faculty as opposed to seeing them as high priced drains on the school needs attention.

"A greater percentage of faculty of color can only help students to expand their horizons."

Appendix Ten: School J

Number of Respondents: 13
Ethnicity: 12 White, 1 Asian-American
Gender: M 10, F 3
Median Years in Teaching: 15
Median Years at present school: 9

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("Chance to work with children--chance to make a difference in lives by working with kids at such an important time")	6
Personal fulfillment, accomplishment, growth ("Opportunities for self-expression, intellectual challenge, opportunity to do truly meaningful, important work")	5
Service to others, impact on society	4
Love of subject ("Love of discipline [history], love of students, love of school life")	4
Sense of calling, in the family blood	3
Location	1
Role models	1
Respected profession	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility ("Reputation of strictness and morality. Smaller size from former school--can make difference. Great facility.")	8
Location	4
Professional growth ("School allowed me to personally and professionally grow and change throughout the years")	3
School's reputation	3
Job offer/job open	3
Spouse	2
Faculty	2
Autonomy/empowerment	1
Chance to educate own children	1
Coed school	1
Boarding school	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Other (housing, location)	5 (three respondents)
Class size	4.8
Reputation of school	4.7
Contact with students	4.6
Professional development	4.5
School's philosophy and mission	4.3
Relationship with colleagues	4.1
Influence on curriculum	4.0
Compensation and benefits	3.9
Relationship with school leaders	3.7

Comments:

"Strong professional development, excellent departmental budget, small classes, complete control of curriculum keep me here."

"I love my job. I won't be likely to leave."

"We are very lucky to be here...Not much could entice me to leave."

"Things are changing and I applaud the direction in which we're headed. It's exciting."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.4
Retirement system	3.1
Housing	2.5
Tuition support for faculty children	2.0

Suggestions:

"We could benefit from some sort of mortgage assistance plan."

"Dental package would be nice, although I feel 'spoiled' for writing that."

5. **Please check the box(es) that best describe your school's compensation system.**

No salary scale	6
Salary scale with room for school head's discretion to reward performance	5
Other	3
Strict salary scale based on years of experience	1

Comments:

"We have access only to starting salaries and top teaching salary."

"This is a hot topic.... The degree to which raised are driven by evaluation is being debated and/ or revised."

"Salaries aren't completely random. One gets the sense that the headmaster uses a salary range based on experience, training, and merit."

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

Maybe	7
No	4
Yes	1

Comments:

"Yes, insofar as good teaching is rewarded. But no one knows what, exactly, is valued in teaching, and teachers get no feedback at all based on compensation evaluations."

"The compensation system here remains a mystery to many members of the faculty, myself included. Everyone thinks he/she works harder than the next person, and unless a pay scale is broken down into black and white, units, for example, unrest will remain."

"Evaluation needs to be more clear and thorough. Communication is key. What connection do you see between compensation and teaching excellence? You are unclear."

"Compensation remains a mystery, even after attending meetings with the Head and Dean of Faculty last year."

Suggestions:

"A salary scale with merit pay."

"...a published scale with some range at each level."

"More methods [of evaluation]--i.e., recent grads, peer evaluation, student (current evaluation). etc."

7. **Does gender make any difference in a teacher's compensation at your school?**

Not sure	6
No	5
Yes	2

Comments:

Faculty were murky on this issue. Even those expressing a view one way or another weren't certain. Several commented that this seemed less of a problem now than in the past.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Self-evaluation	13
Special process for beginning teachers	12
Yearly evaluation by department or division head	11
Collegial classroom visits	11
Student course evaluations	10
Full-period classroom observations	7
Post-evaluation conference with supervisor	7
Goals-setting conference with supervisor	4
Process for evaluating supervisors and administrators	3
Other (five-year evaluation)	1

Comments:

In the margin of one form was a comment that might stand for many: "Varies from department to department, unfortunately!" Another called the yearly evaluation "informal and inconsistent."

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Maybe	5
No	4
Yes	3

Among those who commented "maybe" are the following illustrative responses:

"I believe we are striving towards this but parameters are too variable from department to department. No consistency."

"I'm not sure, but in a small school it is easy (comparatively) to work with each other and build on the strength of others."

"At certain intervals in one's teaching career, yes. But on a yearly basis, I am evaluated by department heads, deans, etc., but those evaluations are never shared. I get a salary raise each years, but I don't really know what it means."

"Unclear--poor question."

Among those who commented "no" are the following examples:

"I do not think so because they never come to classes. It has to be entirely word of mouth from students."

"...it is infrequent or sporadic at best. Pre-observation and post-observation conferences are not detailed. Self-evaluations are helpful and allow teachers to grow and improve."

Among those who commented "yes" are the following examples:

"Yes, but not always as effectively as one might like or wish or need....We easily recognize 'red flags,' however!"

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Professional development is encouraged and supported and it is one of Hotchkiss's greatest strengths."

"I'm not sure what you mean by professional development....School is highly supportive, philosophically and financially."

"Sabbaticals and summer study grants are most effective. Continued commitment to this goal is essential."

"Too much money spent on enabling teachers to sight see and travel without educational objectives."

"I believe we could ask people to be more accountable about showing what they have learned back at school. At times the program seems inequitable: some seem to always get funded--I'd like to see it spread out more."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Too often we start looking for faculty too late. The best candidates are already hired before we can see them."

Appendix Eleven: School K

Number of Respondents: 24
Gender 2M 22F **Ethnicity** 19 White, 1 Hispanic, 4 N/R
Median Years in Teaching 15 **Median Years at present school** 8

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("The chance to influence people for the good at the most formative stage of their lives")	22
Love for subject ("Love of subject matter and desire to be involved in reading and writing History")	10
Respect for education/personal growth ("Opportunity to continue learning while passing on those skills to others")	6
Career open to women/conducive to family	3
Vacations	3
Not bored	1
Sense of calling/teachers in family	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

Atmosphere and quality of school ("good students, supportive families, and supplies that are available") ("The combination of a challenging academic curriculum and a nurturing environment")	14
Class size ("small classes, family-type atmosphere")	7
Strong reputation of school	7
Colleagues/Quality of Faculty	5
Freedom to teach/power over curriculum	4
Compensation and benefits	1
Location	1
Opportunity for growth	1
Recommendation of friend	1
Job opening	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students:	4.8
Class size	4.3
Relationship with colleagues	4.3
Reputation of school	4.1
School's philosophy and mission	4.1
Influence on curriculum	4.0
Relationship with school leaders	3.7
Professional development	3.3
Compensation and benefits	2.8

Comments:

"Competence and administrative team is [sic] important and is a clear facet of Barstow."

"I am very satisfied with the school as a whole."

"Money might tempt me to try another profession. Benefits at Barstow a plus."

"Low salary and burdensome workload are problems; feeling of effectiveness keeps me here."

"With financial obligations at home, teaching at a private school may become a luxury I can no longer afford. If this becomes true, I may transfer to a public school."

"Your question implies that we are treated as professionals. To the contrary, this is not always true. If it were, more people would stay in teaching."

"I will leave if I don't see the administration giving me the chance to develop professionally via conferences, visiting other classes, and, in general, [sic] a more supportive attitude towards my career. Compensation is another factor that might make me change my career."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care:	3.3
Retirement system	3.3
Tuition support for faculty children	2.5
Housing	1.2

Suggestions:

Six teachers responded that, even though tuition support for faculty children was a low priority for them, they feel that faculty members with children should receive more support for tuition. Typical of these comments is the following:

"I have no children of school age, but would want my colleagues to have the opportunity to educate their children here. It would promote strong staff loyalty to the school."

"I do feel that teachers whose children receive tuition scholarships are more committed than those who must send their children elsewhere because they can't afford Barstow for their own children. If my own children hadn't been at Barstow, I don't know how I could have stayed.

5. **Please check the box(es) that best describe your school's compensation system.**

No salary scale:	12
Salary scale with room for school head's discretion	8
Strict salary scale set by years of experience	4
Other	4
Salary scale with merit pay	2

Comments:

"I'm really not sure what determines salary--rather eclectic....I'm not even sure it's equitable."

"We need a scale that is fair to all--there is no compensation for getting your masters...."

"No information on how salary is determined!"

"Theoretically, there is a salary scale. It has been in existence [sic] over 10 years--maybe 15. Heads use it or ignore it--it seems--as they see fit. Often, this is good."

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	13
Maybe	7
Yes	2

Comments:

Most respondents felt that the current system does not encourage excellence and seemed to support the new Headmaster's effort to do so by way of merit pay.

Typical comments from those answering "no" or "maybe" include:

"By giving across-the-board percentages for the last several years with no recognition, 'excellence' is not encouraged."

"Compensation is at the discretion of the Headmaster. It is difficult for him to know who deserves compensation, and it's kept secret."

"In recent years the headmaster has given the matter little thought. New headmaster is making appropriate adjustments."

"Money is often a motivating reward for hard work."

"There is not enough compensation for advanced degrees or any professional development."

"The salary structure is not high enough to afford us higher education and does not reward us for it."

Suggestions:

"Salary scale published with room for head's discretion to reward performance."

"Merit pay would be a good answer but difficult to implement."

8. **Does gender make any difference in a teacher's compensation at your school?**

Maybe	10
Yes	6
No	6

Comments:

The most common comment is: "No way to know."

Among those teachers who felt that gender does make a difference in compensation, the following comments are representative:

"It's unclear. There are no male teachers in my division. But, I feel compensation determines the gender of teachers. We are not compensated sufficiently that a male, head-of-household would see working here as viable."

"You do not find any single young mothers at school. They couldn't afford it."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Process for evaluating supervisors and administrators	23
Goals-setting conferences with supervisor:	19
Post-evaluation conference with supervisor	19
Full-period classroom observations	18
Yearly evaluation by department or division head	13
Special process for beginning teachers	13
Collegial classroom visits	8
Student course evaluations	5
Self-evaluation	3

Note:

More teachers indicated participating in goals-setting conferences and post-evaluation conferences with their supervisors than indicated that they were evaluated yearly. Several teachers indicated that, except for new teachers evaluated annually, teachers are evaluated every three years. That would explain the discrepancy.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	12
Maybe	7
No	5

Among those respondents indicating "yes" the following comments are illustrative:

"Periodic evaluations do exist. I believe administrators can evaluate by other factors--student success, satisfaction among parents--even walking down a hallway during classes."

"...close contact is kept between administrators and faculty which aids both groups in discussing classroom concerns and difficulties."

"Head of Upper School and the Department Chair observe teachers. However, I think more than one visit is necessary."

"I am aware that there has been necessary revision made in the evaluation process as the need has arisen."

"It is beginning to accomplish the ability to distinguish."

Among those respondents who indicated "maybe" the following comments are illustrative:

"I am not sure that one classroom visit is adequate."

"Perhaps some self-evaluation would be constructive."

"My feeling is that we're all so overextended in terms of duties and teaching hours that the evaluation process and faculty appraisal system have suffered. Also, a mentoring program for new teachers is not in place for some reason."

Among those respondents who answered "no" the following comments are typical:

"One or two periods a year only show what has been prepared. Time should be spent evaluating student progress and parent input too."

"The evaluations need to occur more frequently than once every three years. Walk-through observations and feedback would be helpful. As teachers need to be held accountable for continued growth, administrators need to be held accountable for their own growth in curriculum and especially supervision."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments

"We have been encouraged this year to go to various conferences. This is a great help."

"I prefer those [workshops] which address my discipline specifically."

"[summer] grants are helpful."

"I've appreciated recent emphasis on computers and the chance to learn more about incorporating technology into my lessons."

Suggestions

"Subject area specific-hands on classes."

"Need funding for computer classes."

"Paying my tuition to various classes and workshops."

"We need to improve our program for faculty development. There appears to be a lot of talk but very little action."

"Inservice and continuing education should be required, not merely suggested. The school should take responsibility for: 1) building staff development days into the calendar and 2) bringing educational leaders to present these in-services."

"It would be worthy to have an exchange program with different schools to trade ideas."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Self evaluation would be a good addition to faculty appraisal system. Master teacher mentoring is a wonderful staff development tool which could be added. Both, of course, need careful structure."

Appendix Twelve: School L

Number of Respondents: 26
Gender: 7 Male, 19 Female
Median Years in Teaching: 19

Ethnicity: 23 White, 1 Chinese, 3 No response
Median Years at present school: 6

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("The joy of seeing your work having a direct impact on the lives of students.")	14
Personal fulfillment, accomplishment, growth ("More meaningful work than other careers. I can grow personally through my teaching and learning.")	6
Service to others, impact on society ("To serve others, to touch lives, to make a difference")	6
Profession open to women ("Few professions were open to women of average income in the 60's")	3
Love of subject	2
Sense of calling	2
Role models while a student	2
Coaching	1
Respected profession	1
Student teaching	1
Tuition repayment	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School with mixed cultures, American curriculum/location ("Overseas experience, high academic expectations")	11
School's mission and philosophy ("I received a 'call' from my church to teach here.") ("American system, underlying Christian theme")	8
Spouse/children ("A school I want for my own kids")	4
Opportunities for professional growth ("My school offers great opportunities for professional growth")	3
Faculty	3
Schools' reputation	3
School atmosphere, quality of students, standards, facility	2

Administration	2
Autonomy/empowerment	2
Recommended by friend	2
Compensation and benefits	1
Opening	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.5
Professional development	4.5
School's philosophy and mission	4.4
Relationship with colleagues	4.1
Relationship with school leaders	3.9
Reputation of school	3.9
Influence on curriculum	3.7
Class size	3.6
Compensation and benefits	3.6

Comments:

"I think the most important factor is being recognized by school and the community for my work."

"Highly challenging atmosphere; expectations are high but so are the numerous rewards."

"I want to keep learning and I will stay here until my learning curve drops."

"Housing benefits for locals could entice me to leave."

"Being a 'local hire' without housing is a real problem and will undoubtedly cause me to leave when my son finishes high school."

"A highly dissatisfying aspect of my job here is the extent to which school policy, decisions, etc., are dictated by parents. Teachers feel powerless compared to the input enjoyed by parents and students."

"Not enough personal planning time, too much time spent in group meetings."
"I am not a teacher for the personal benefits or $."

"I would be enticed to leave if I could work more with teachers full-time (teachers' ed)."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Housing	2.9
Health care	2.5
Tuition support for faculty children	2.4
Retirement system	2.2

Comments:

"I couldn't afford to live here, or work here, without these two supports [tuition support and housing]."

"This [housing] has been the most unfair policy between local and expatriate teachers."

"Retirement needed for long term--not a good system now."

Suggestions:

"Housing for local hires"

"More control of your retirement money."

"Add home leave every year."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	23
Other ("various responses")	6
Salary scale with merit pay	1

Comment

"Salary scale which gives no credit after 16 years service is biased towards younger teachers."

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

Yes	11
No	11
Maybe	2

Comments:

The even split between "yes" and "no" is somewhat misleading; several "no" respondents commented that they would not want to see compensation tied directly to performance. An unusual number of "yes" respondents pointed to the faculty development fund as the school's means of tying performance to compensation.

Among those answering "yes" the following comments are representative:

"The compensation allows us to live very comfortably. We are also given a professional growth allowance which encourages continued education, and other forms of self-improvement."

"Yes, one step on salary scale for professional growth."

"Merit pay does not make for good team building."

"Good salary package (feels good to work hard and be able to have decent salary), professional growth money available, curriculum development money available."

Among those answering "no" the following comments are representative:

"I don't think compensation is what encourages excellence. Rather, it is administrative support for teachers--in terms of time, ideas, students, professional development, and honoring what teachers do well--releasing them from what they don't do well."

"More money is always nice, but I worked just as hard for half the money last year. I'm primarily motivated internally."

"It's generous but there's no merit system (nor do I think there should be)."

"Mercenary motivation is considered less desirable than vocational motivation."

"I often feel it makes no difference if you are good or not in teaching. You get the same salary any way. Besides, my school is a Christian school. It never sacks people. School has great tolerance for unqualified teachers. I think there should be a tougher personnel policy. It should take the students' learning more seriously and be responsible for their learning."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	24
Yes	2

Comments:

"Do you mean that sex differences still exist, somewhere? Unbelievable!"

"...all of the heads/principals, etc., are men...a pedagogical 'harem' if you will."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Goals-setting conference with supervisor	26
Post-evaluation conference with supervisor	22
Yearly evaluation by department or division head	21

Self-evaluation	18
Full-period classroom observations	17
Student course evaluations	11
Collegial classroom visits	9
Process for evaluating supervisors and administrators	7
Special process for beginning teachers	3
Other (teacher portfolio)	2

Comment:

The unusually high response on the first five items suggests that a system of appraisal is in place at this school.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	10
Maybe	8
No	7

Among those responding "yes" the following comments are representative:

"Faculty sees administrators in their classrooms 2-4 times a year. Deans and parents give input to administrators about ineffective teachers."

"'Drop in' observations allow the administrator to see each teacher during many different teaching situations, those that work, those that don't, etc."

"The multi-perspectives of the wide array of assessments makes it rather impossible not to distinguish between effective and ineffective teaching."

Among those responding "no" the following comments are representative:

"They do not spend enough time observing."

"It's [the yearly observation] prearranged, 'canned,' only once, etc...Appropriate action appears to be rarely taken."

"Not really--it is an 'open' classroom situation and team members can cover for or 'carry' less effective teachers."

"They tend to rely a bit too much on student comments."

Among those who seemed unsure the following responses are indicative:

"Sometimes I wonder if they can be on top of everything because they are in charge of so many."

"The busy schedule and fast pace of living style here do not offer administrators enough time to get to know all the faculty well."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"The interaction amongst the faculty, in discussions, meetings, and the general school atmosphere of always reaching for improvement and excellence provide the best opportunity for growth. The teachers are always kept up with the newest trends in education and encouraged to improve in these areas."

"The teacher growth fund is outstanding as well as the frequent in-service opportunities."

"Our professional development is the best! They give us the freedom to choose where we spend our professional growth allowance, and the conferences I've chosen have made a great impact on my classroom teaching."

"We bring in Michigan State University consultants galore. We don't always do follow-up well--but we're improving."

"I am receiving time off to do some department development work, and I am learning more from this than anything else I have done already."

"Money set aside for each faculty member to use toward individual professional growth--accumulates up to three years. However, the amount is insufficient to cover travel costs, etc., from oversees--and we are thus limited to only one activity every three years."

"I think the in-service training programs are very good, but the 'timing' is very poor. No teachers can learn after a whole full day of teaching. The programs need to be planned better and allow time for teachers to reflect...I've felt school often shoves those training programs in our already saturated schedule regardless of teachers' ability to digest them or not. It's like taking a bowl of 'instant noodle,' which satisfied your desire of hunger, but leaves a very poor taste to your mouth or stomach."

Suggestions:

"The only improvement would be more meaningful orientation week the week before school."

"Be supportive of summer work which starts before school closes."

"More time off (not added on) for inservice."

"Workshops in technology--also subject-area workshops."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"I am very depressed about being 'local hire' (even though I came from overseas). Also my position is treated as inferior (although my qualifications are higher than others given top benefits)."

"We are worried about our retirement money...."

AppendixThirteen: School M

Number of Respondents: 11
Ethnicity: 9 White, 2 No Response
Gender: 6 Male, 5 Female
Median Years in Teaching: 13
Median Years at present school: 3

1. **What attracted you to teaching, as opposed to a career in another profession?**

Personal fulfillment, accomplishment, growth ("The life of the mind--opportunities to keep learning")	5
Working with children ("Diversity of skills required, working with teenagers")	3
Love of subject ("Books, literature, history, and the appeal of earning a living by reading and talking to students about same")	3
Sense of calling	2
Accident	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility ("Top-flight students")	6
School's reputation ("One of the top schools in the country")	4
Compensation and benefits ("Salary, benefits, tuition remission for faculty children")	4
Faculty	2
Location	2
Administration	1
Day school	1
Job opening	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.7
Compensation and benefits	4.4
Influence on curriculum	4.3
Reputation of school	4.2

Class size	4.2
Relationship with colleagues	4.1
Professional development	3.7
Relationship with school leaders	3.6
School's philosophy and mission	3.2

Comments:

Compared with data from other schools there is an unusually high satisfaction with salary and benefits, yet an unusually low sense of affiliation with the school's philosophy and mission.

One comment stood out as thoughtful:

"I have stayed as long as I have partly because I have been afforded opportunities to do different jobs, to develop original courses, and to work with kids in a variety of ways."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.2
Retirement system	2.4
Tuition support for faculty children	2.3
Housing	2.0

Suggestions:

Several respondents commented about tuition remission for faculty children. The following is illustrative:

"Tuition support is appreciated--but having two kids here still costs quite a bit. I'd be very happy with a better break."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	9
Salary scale with room for school head's discretion to reward performance	1
Other	1

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	3
Yes	1

Comments:

Rather than directly respond to the question, most respondents chose to discuss whether compensation and performance should be connected.

Among their comments the following are representative:

"For the best teachers, compensation is irrelevant; they are motivated by their own standards of excellence. The purpose of the compensation package is to enable us to recruit those excellent teachers--often from schools that don't pay as well."

"Encouragement of excellence cannot be done by paying people."

"Being on a strict salary scale does not reward real excellence and dedication. Some teachers are carried along with poor performance 'lingering' each year."

"I don't feel there is any incentive in the current system to reward outstanding teaching. I think there should be."

7. **Does gender make any difference in a teacher's compensation at your school?**

Yes	0
No	9
Unsure	2

Comments:

Even among those indicating "no" several respondents stated that they were not certain.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Self-evaluation	10
Special process for beginning teachers	10
Full-period classroom observations	6
Yearly evaluation by department or division head	5
Post-evaluation conference with supervisor	5
Goals-setting conference with supervisor	3

Comments:

Of the marginal responses these are representative:

"We have many [of these practices] on paper but few in practice."

"We seem to have all--yet none of the above."

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Maybe	4
No	3
Yes	2

Comment representative of those responding "maybe":

"It is a relatively new system, on which I cannot yet make an intelligent judgment."

Comments from those responding "no":

"They are not doing enough work in this area. There are no criteria. They have a 'no phone calls--no problem' policy."

"There is too much showcasing. Teachers know exactly when and where they are being observed. These visits should be unannounced. We should meet our students each day fully prepared as though an observation were scheduled."

"There is too much peer praise involved in the process and teams are reluctant to write negatives or recommendations."

Comment representative of those responding "yes":

"Word gets around fast when there are problems."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"[Of value are] tuition assistance and conferences."

"What has been most helpful to me has been observing colleagues and asking questions--acknowledging their many years of experience."

"Focus on subject and its presentation, not so much on abstract principles of pedagogy."

"The all-day workshops sponsored by ATIS for my teaching and my administrative responsibilities."

Suggestions:

"Sabbaticals."

"Provide more funds (and substitute teachers) to allow teachers to attend--and make presentations at--professional conferences."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"I have found it difficult to be a young, energetic, and yes ambitious teacher. My interests have been met with many cold shoulders. The idea that years on the job is more important than anything else is very frustrating....My studies have led me to conclude that many schools have lost their sense of purpose and many of the problems they are experiencing stem from this. Without a clear purpose we won't have a leg to stand on. So how can we attract good teachers without knowing what we want them to do? How can we assess them without standards? At [my school] we seem to be paralyzed--incapable of these judgments."

Appendix Fourteen: School N

Number of respondents 36
Gender: 15 M, 20 F, 1 N/R **Ethnicity**: 30 White, 0 Other, 5 N/R
Median Years in Teaching: 24 **Median Years at Present School**: 19

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children ("Wanting to work with children and make education better than what I had")	13
Personal growth and learning ("I learn, they learn, we grow")	8
Vacations	6
Love of subject	5
Sense of calling	4
Sense of personal success	4
Colleagues	4
Not boring	4
Teacher who was role model	2
Accident of life	2
Fun	2
Autonomy in classroom	1
Fame	1
Change how people think	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

Location: London and abroad: travel ("It's in London and not West Virginia")	23
Working conditions, school quality ("Wonderful students and colleages")	10
Salary and benefits ("good benefits, good facilities, good administrative support")	6
Working with the students	6
Reputation of school	4
Colleagues	2

Sense on input on school	2
Autonomy in classroom	1
The administration	1
The interview	1
Husband's job	1
Only school that offered a job	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Class size	4.4
Contact with students:	4.2
Compensation and benefits	4.0
Reputation of school	3.9
Relationship with colleagues	3.8
Your influence on curriculum	3.4
Professional Development	3.4
School's philosophy and mission	3.2
Relationship with school leaders	2.6

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Retirement system	3.1
Health care	3.0
Tuition support for faculty children	2.4
Housing	1.2

Note: Perhaps because the form was transmitted digitally overseas there was an error in the form distributed to the faculty. The option of ranking "tuition support for faculty children" became simply "tuition support," and the option of ranking "faculty housing" became "housing for faculty children." Hence, I question the reliability of this part of the survey.

Suggestions:

Most faculty did not respond here, but the few that did desire:

"Benefits package optional for different needs"

"More attractive early retirement scheme"

"Home leave and education allowance"

"Better health care package"

"Yearly salary increases that match the inflation rate"

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	35
Salary scale with room for school head's discretion to reward performance	1

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	22
Yes	3
Maybe	1

The majority of respondents indicated that the compensation system is not structured to encourage excellence in teaching. However, most also strongly opposed establishing a system to do so. Typical comments include:

"I would not suggest merit pay. It is too judgmental, acrimonious, open to abuse."

"Compensation for excellence (a subjective term if there ever was one) should not be monetary."

"Merit pay would be divisive, and I would not trust anyone to administer it fairly."

"Compensation has no relation to excellence."

"I feel like we are professionals striving for excellence."

In the minority are those who felt that the compensation system does reward excellence. Typical comments of those respondents include:

"Yes, it rewards experience. And the school expects its experienced teachers to lead."

"Yes, salaries are high and good people stay."

Also in the minority are those who seem to feel that a compensation and appraisal system should be designed to reward strong teachers more than weak ones. Among these respondents' comments are:

"The pay scale is one of the best, but there has never been a fair evaluation of the dead wood on the faculty--the parasites have done very well here."

"No, a system rewarding performance would be great."

7. **Does gender make any difference in a teacher's compensation at your school?**

Thirty-two teachers indicated "no." One teacher complained that a woman does not receive certain benefits if her husband does.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Goals-setting conferences:	25
Evaluation by department or division head	23
Post-evaluation conference with supervisor	23
Full-period classroom observations	18
Special process for beginning	18
Self-evaluation	14
Collegial classroom visits	11
Student course evaluations	5
Evaluation of supervisors and administrators	1

Note: several teachers expressed a strong interest in a system that includes an opportunity to evaluate supervisors and administrators.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

No	14
Maybe	10
Yes:	8

Note:

Perhaps about no other issue was the faculty so fully (and sometimes passionately) divided. Several of the "maybe" comments suggested that the school has attempted to introduce a more formal system during the past three years. There was no strong correlation between the number of years a teacher has been at the school and the positive or negative feeling about the system of appraisal. More negative comments centered around the Middle School than any other division.

Illustrative of the "no" comments are:

"The top administrators have little idea of what effective teaching is."

"The appraisal system seems irrelevant. It's easy to fake it, to go along with what the administration wants to hear."

"The system is good but the administrators don't always use it well."

"They don't want to be evaluated themselves so the whole process has been weak."

"Not systematic, not really honest and doesn't utilize department heads or team leaders who work most closely with all faculty."

Illustrative of the "maybe" comments are:

"Not in the past, but now it is possible."

"Probably, though more ad hoc classroom visits would reveal more."

Illustrative of the "yes" comments are:

"I feel our administrators do the best given the numbers of staff they are responsible for."

"Yes--but it is difficult to get teachers to accept evaluation is not a grading process or exam."

10. Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?

The most common comments are illustrated by the following statements:

"Practical classroom-oriented workshops are best."

"In school service programs have been a waste of time."

"Pay faculty over the summer to collaborate and develop curriculum"

"...conferences...expose teachers to the latest theory or program."

"Computer help in small groups (photo shop/internet/desktop publishing/report cards)"

"I undertake development on my own with only partial support from the school."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

Most did not respond. Of those that did, comments included: "too heavy a load," "very little support for discipline at Middle School level (refers to last two years only)," and "many...feel isolated and alone with almost no support." There were not enough responses of these types to indicate whether these are widespread or isolated sentiments.

Appendix Fifteen: School O

Number of Respondents: 19	**Ethnicity:** 17 White, 1 African-American, 1 N/R
Gender M 2, F 17	
Median Years in Teaching: 21	**Median Years at present school:** 6

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children	9
Personal fulfillment, accomplishment, growth	9
Love of subject	3
Vacations	3
Sense of calling/family tradition	1
Profession open to women	1
Faculty	1
Autonomy in classroom	1
Never boring	1
Compensation	1
Accident	1
Spouse/family needs	1
Scholarship requirement	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility ("The overall warm, academic atmosphere. The opportunity to be around gifted youngsters in a supportive environment.") ("I taught in [the] inner city for two years. I spent much time disciplining. I wanted to teach.")	5
Autonomy/empowerment ("Personal accountability in decision making of what to teach, when, and how.")	4
Job opening	3
Location	3
School's reputation	2
Faculty	2
Independent day school	2
Compensation and benefits	2

Single-sex school	2
Professional growth	1
Administration	1
Alumnus	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Reputation of school	4.6
Class size	4.5
Contact with students	4.5
School's philosophy and mission	4.1
Relationship with colleagues	3.9
Relationship with school leaders	3.8
Influence on curriculum	3.7
Compensation and benefits	3.3

Comments:

"I consider that I am extremely fortunate to be here."

"I would prefer to be at the public magnet school but union rules prevented the system from paying me based on all my experience."

"I am completely satisfied....I will stay as long as they will have me."

"I have considered changing to a school where I might receive tuition discount for my child."

"There is a 'family' environment and an expectation to do your best."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.0
Retirement system	3.0
Tuition support for faculty children	2.0
Housing	1.4

Comments:

"Would like to see lower prices on health care."

"I teach because I enjoy teaching--not for the benefits."

"It is absurd that I cannot afford to send my children here. I really resent that."

"Would like on-campus advisors for planning and investment."

"I would like a comprehensive dental plan for all employees."

5. **Please check the box(es) that best describe your school's compensation system.**

Salary scale with room for school head's discretion to reward performance	12
Strict salary scale set by years of experience	7

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	8
Yes	6
Unsure	2

Comments:

Among those commenting "no" the following are representative:

"[There is] very little progress over a career; the range is small from starting salary to top."

"Teachers in general make far less money than their years of education and devotion to a difficult job should ensure. To teach demands personal sacrifice from those who have no other funds."

"We are not compensated for obtaining a master's degree nor are we compensating for coaching. Very exhausting with no financial rewards."

"No, but I think this faculty tries its best regardless of compensation."

Among those responding "yes" the following comments are illustrative:

"...[teachers] are here because they love what they're doing, and they don't need to be encouraged by higher pay."

"...it is fair and supportive of faculty."

"It must be--everyone is an above average to superior teacher and no one is leaving!"

7. **Does gender make any difference in a teacher's compensation at your school?**

No	11
Unsure	8
Yes	

Comments:

Even among those indicating "no" several respondents stated that they were not certain. The following comment is representative: "It [gender] used to be [relevant] in terms of negotiating for more money--single women were kiddingly told to find a husband--not in the current administration."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Process for evaluating supervisors and administrators	12
Self-evaluation	10
Special process for beginning teachers	10
Student course evaluations	10
Collegial classroom visits	9
Post-evaluation conference with supervisor	9
Goals-setting conference with supervisor	8
Full-period classroom observations	7
Yearly evaluation by department or division head	7

Comments:

Teachers commented that the system provides annual evaluation during the first three years and every third year after that.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	8
Maybe	5
No	4

Comments representative of those responding "yes":

"Fairly well-department and division heads observe, share notes, confer with the individual being evaluated to clarify [the] picture and [share] insight."

"[The] variety of assessments plus the size of the school body encourages close evaluation by simple observation."

Comments representative of those responding "maybe":

"If they [administrators] distinguish between effective and ineffective [teaching], they do not always 'weed out' the ineffective teachers. Scrutiny is not focused enough. Poor teachers are given too many chances."

"Not always through the formal evaluation [system] but due to student concern, which is followed by investigation by administration...."

Comments from those responding "no":

"Very little real emphasis on formal evaluation. In fact, rarely has the 'system' been followed in my years here. Ineffective teachers or problems are more closely observed."

"Bias has been included by the department head."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"[Of great value is] going to the national NCTM conference. They should send us every year."

"...in-house development in terms of sensitivity training is also a very positive influence."

"I learn a lot from faculty members sharing ideas that they get from different workshops."

"All of the programs here are very beneficial to me."

Suggestions:

"More faculty input into what program's we'd like to have."

"Faculty retreats and workshops (professional days and afternoons) with decent and effective speakers and workshop leaders."

"Be sure all departments participate regularly in national conferences."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"It's a great school but at times I feel like a paid employee (which, in all honesty I am) because my own children cannot have what I give to my students."

"1) Recruit earlier to fill vacancies so the school has an excellent selection pool.
2) Offer math and science teachers attractive salaries so we get excellent candidates, not mediocre ones.
3) Give first year teachers a reduced load so they can achieve high standards for themselves and their teaching."

Appendix Sixteen: School P

Number of Respondents: 19
Gender M 12, F 7
Median Years in Teaching: 16

Ethnicity: 16 White, 1 Asian American, 1 Biracial Person of Color
Median Years at present school: 5

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children 7
("The ability to stimulate and excite young people about learning attracted me.")
("Interest in the learning process and the awareness that so many bright, capable children come to dislike school.")

Sense of calling/family tradition 5
("I remember as a child of nine I would gather smaller children and create a classroom situation. I was always the teacher, of course. I enjoy working with younger people.")

Desire to serve, help others 4
("The 'noble' ideal of sharing knowledge with others.")
("Teaching health gives me the chance to teach preventive medicine.")

Love of subject 3
("Interest in working with young people, love of history, interest in ideas.")

Role models 2

Vocation open to women 1

Vocation chosen for me by high school guidance counselor 1

Compensation 1

Vacations 1

Family 1

Personal fulfillment, accomplishment, growth 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

Job opening/offer 8
("Applied to one school based on a chance viewing of a classified ad. Got the job. Accepted the position.")
("I wanted to move back to the area. Also I was interested in the department head job.")
("The added challenge of working in a single-sex environment and an administrative position.")

School's reputation 4
("One of the best schools in the area. I like the other faculty.")

School's atmosphere, quality of students, standards, facility 3
("It's a rigorous intellectual environment.")
("The quality of mind that I find in my students; the quality of heart that I can call up in them; the quality of work that we can achieve together.")

Autonomy/empowerment 2

Location	2
Child attended the school	2
Class size/school size	1
Administration	1
Faculty	1
Long-time connection to school	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.5
Influence on curriculum	4.3
Class size	4.2
Reputation of school	4.2
School's philosophy and mission	3.8
Compensation and benefits	3.8
Relationship with colleagues	3.7
Relationship with school leaders	3.7
Professional development	3.3

Comments:

"I enjoy the interactions with the faculty and students. for the most part. This keeps me in the profession and at my present school."

"Having put 26 good years into teaching, I am tired. Almost any change would be attractive. However, I see no realistic alternatives, given the continued necessity of earning a living."

"I remain because I still pursue the interests that drew me into teaching. The students here keep me going (and satisfied)."

"If people I enjoy working with leave, I would consider doing the same."

"I am frustrated by the often huge gap between what the school could be and what it is--when the gap narrows a bit, I am pleased and when it appears to widen I am extremely dissatisfied--often to the point of leaving."

"Relationship with the higher levels of the administration could be improved. I have a 'need to be heard' even if disagreed with."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.3
Retirement system	3.1
Housing	2.7
Tuition support for faculty children	1.6

Suggestions:

"How about cafeteria-style benefits packages?"

"Set up a sabbatical for professional development."

"Only coeducation could tempt me from my present school--or untold wealth."

"Other health care programs should be available to staff such as dental care, eye care, etc."

"Faculty with children should get a break. It doesn't make sense that one can't afford to send one's child to the school where one teaches."

"There should be faculty children tuition reimbursement."

"In this city housing is an important benefit for teachers."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	15
Salary scale with school head's discretion to reward performance	2
Salary scale with merit pay	1
Other ("a salary scale set by years of experience but fudged in various ways")	1

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	12
Yes	4

Comments:

Among those who answered "no" the following comments are representative:

"Performance evaluation should be tied in with compensation. Evaluation should include peer and student input."

"I'd like to see a good basic salary scale with a clearly defined, unbiased, merit pay system."

"Automatic increases in compensation do not assure excellence in teaching. It is a comfort and fair, but good and fair teachers are compensated equally."

"Definitely merit-based pay should be included in a loosely-structured step system."

"Perhaps a slightly smaller scale, with performance incentives (like Deion Saunders' $800,000 to get to the Super Bowl.")

"No, but the current supervision and evaluation practices are ludicrous (where they exist), so we would need systemic work before the idea of performance excellence could possibly be attached to compensation."

"No. How could it? [There is] no reliable system to judge professional competence."

"A proposal for master teachers split the faculty about seven years ago. Some kind of reward for excellence (e.g., merit steps) seems appropriate, but a designation of two or three teachers as 'master teachers' could prove divisive. (I think it would.)"

"I would be wary, no matter how confident I was in my performance as a teacher, of a system that would try and place a quantitative analysis of my effectiveness and worth. This seems to be a set-up rife with the possibilities of political and personal abuse."

"I don't think it is structured to encourage people to stay. There is little compensation and/or reward for lengthy stay and contributions to the school over a long period of time."

Among those who answered "yes" the following comments are representative:

"The best pay attracts the best teachers and Collegiate does about as well as any and better than most."

"The salary scale is fair; there could be more room in it to reward performance."

"I'm confident that we are compensated because of our excellence in teaching. I am strongly opposed to systems of compensation that might pit teachers against one another."

Among those who did not respond to the question directly the following comments are representative:

"...merit pay could result in a feeling of competition in the school, which would certainly not be healthy for the students nor for the teachers."

"The school needs to figure out how to gauge real-time hours, to make sure that loads are distributed equitably."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	14
Unsure	1
Yes	1

Comments:

Even among those indicating "no" many respondents stated that they were not certain. The one "yes" respondent felt that gender had an influence on promotions.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Yearly evaluation by department or division head	19
Full-period classroom observations	13
Special process for beginning teachers	11
Post-evaluation conference with supervisor	11
Self-evaluation	10
Student course evaluations	9
Collegial classroom visits	4
Process for evaluating supervisors and administrators	3
Goals-setting conference with supervisor	3

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

No	8
Maybe	7
Yes	4

Comments from those responding "no":

"The administrators are not familiar with subject matter, thus are truly unable to evaluate thoroughly. Too much of a teacher's performance is evaluated on the basis of reputation the teacher has with students and other faculty members. Rarely is philosophy and pedagogy examined carefully."

"One or two class visits are not enough. [There] should be a thorough, ongoing process."

"Teachers are isolated. Only those teachers whose classroom management skills are truly horrible are identified as ineffective. Very lackluster and boring teachers are automatically labeled as effective if they stay for more than two or three years."

"While one of my colleagues sits in on a number of my classes, the division head has seen only one class of mine in my year and a half of teaching--the headmaster, none. For this reason alone I would question the ability to gauge my effectiveness."

"Administrators who are sensitive and alert know who the good teachers are. Those who aren't, don't and won't."

"In my case, the administrator does not know about curriculum development or how to judge professional competence."

Comments from those responding "maybe":

"It has been slanted to the department head's opinion. Good teaching which conflicted with the head's style was looked down on. This may be changing."

"There needs to be an extensive system devised."

"It should, but no steps are taken to act on results: people aren't fired or financially rewarded because of the results."

"Ineffective teachers are rarely identified by the administration. However, other teachers, students, and parents often 'know the score.'"

"The question depends entirely on the administrator. Depending on the person, more and less distinction can be made. The system is only as good as its practitioners."

"I think that no system by itself will work--the important thing is having department heads/ administrators who recognize problems and encourage growth, which will happen with or without a system."

Comments representative of those responding "yes":

"I think so. The administrators 'visit' frequently for 'short' periods to get a sense of what's going on and they offer support and suggestions to praise and to help teachers."

"There is a new system. The old and new enabled administrators to distinguish between effective and ineffective teaching."

"Classroom evaluation, student evaluation, and close faculty cooperation make teacher evaluation completely possible."

"Department heads, school heads, and the headmaster are able to do so. Still, only department heads visit classes regularly. The new program for faculty growth needs support from the administration (little attention is paid to it now)."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Workshops outside the school in my subject. Grading the AP tests."

"There has been no effective program for professional development during the years I have been here. The administration does not understand the process of development or what is involved in personal, professional, or institutional change. As a result, we have a 'focus of the moment' approach with zero follow-through. My recommendations re faculty development and appraisal are too lengthy even for an additional sheet."

"Conferences (NAIS, ATIS) and courses (Bank Street College of Education)."

"Conferences/departmental workshops."

"The tuition reimbursement has prompted me to take courses, which has been very beneficial. An increase in this benefit would allow a teacher to take more courses at private institutions where the classes are better.

"Workshops on specific subjects (cooperative learning; dealing with racism, sexism, homophobia, etc., in the classroom) have been most helpful."

Suggestions:

"The faculty growth program has possibilities, but teachers need time to work on their projects."

"The key is to create time for teachers to visit each other's classes and collaborate. Without that time, no system will be truly effective."

"We need to build in time so that faculty have opportunities to meet and talk about professional matters."

"We would benefit from a sabbatical system."

"...give me more time to read and think and attend conferences."

"...frequent interchanges between faculty members within the school and inter-scholastically can best help my development, in addition to tuition reimbursement for professional study."

"Sabbaticals, time off for in-service training."

"Link the evaluation system to tangible results."

"Increase usage of faculty tuition allotment/increase faculty tuition allotment."

"Full-day workshops should be dedicated to departmental matters such as: new materials available, new concepts and methodologies, new computer and audio-visual trends. Experts should be invited to demonstrate and explain."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Some kind of 'welfare committee' should be established to oversee and evaluate all programs designed for faculty such as: salary, compensation, work load, fairness. This committee should be allowed to attend all meetings where faculty matters are discussed, especially at the Board of Trustees level."

"Interdisciplinary work, so as to promote coordination and collegiality, must be fully supported and encouraged."

"Recruitment efforts for teachers of color could perhaps be expanded by advertising openings in a variety of newspapers."

Appendix 17: School Q*

*Note: School Q's faculty was given a different form of the questionnaire than those of other schools, in order to enable me to compare the kinds of responses different questions generaged.

Number of Respondents: 31
Median Age: 41

Gender: M 4, F 27
Median Years at Present School: 6
Median Years in Teaching: 15

1. **What attracted you to teaching at your school, as opposed to other schools and other professions?**

Atmosphere and quality of school/students/parental support	13
Family	4
Reputation of school	4
Faculty	4
Private school	4
Location	4
Class size/school size	4
Job offer	3
Administration	2
Autonomy and empowerment	1
Philosophy and mission	1
School flew me in	1
Sense of calling	1
Technology	1
Willingness to give me a chance	1
Alumnus of school	1

2. **How effective do you think is the recruitment of teachers at your school? What makes its recruitment of teachers effective? ineffective?**

Effective

"[the school] looks all over the country."

Mr. Edwards"

"...aggressive advertising and recruitment by headmaster."

"Headmaster travels to many different places in order to interview applicants."

Reputation of the school and small class size as well as 'select' student body...."

Interview is thorough and recruitment is nationwide."

When they meet with present faculty."

"The school's reputation."

"We sell the quality of the school since the pay is not a selling factor."

"Good mix of new vs. veteran teachers."

"They talk, interview, and observe new teachers."

Ineffective

"Public schools pay considerably more."

The ultimate decision seems to be unilateral."

"Athletic agenda and launching young male teachers takes too much precedence in decisions."

"The faculty appears not to be involved in this process other than interviewing already chosen candidates."

"There is an abundant supply of teachers here and the school still looks outside the geographic area for new teachers."

"Currently too much emphasis on young (cheaper) teachers."

Suggestions

"...include more experienced teachers who will bring their expertise to our school."

Need to be careful to maintain balance of a faculty that is committed to the school and community and also enthusiastic and full of fresh ideas."

3. **Have your thought about teaching at another school? If so, what might entice you to another school? If not, what keeps you at your present school?**

"I might be enticed to another school because of more professional opportunities or better benefits. Student ability and attitude keep me here."

"Better benefits--health, retirement, accumulated sick leave, would be enticements to leave."

"[What keeps me here is] academic freedom, small class size, parental involvement."

"Yes, more money, more benefits--much better retirement plan, better health benefits."

"I have thought about the public city schools because the salary and benefits are better. But I really just like it where I am."

"NOTHING COULD BLAST ME OUT OF THIS SCHOOL NOW!"

"Several years ago when we had poor leadership, we were rudderless, underfunded, unsupported. All that has changed."

"I have professional and academic freedom in my school and excellent support from administrators."

"Better discipline, better administrative understanding and support of science, more emphasis on academic excellence."

"I am more of a public school teacher."

"Huntsville isn't necessarily my choice of a place to live; Randolph has a wonderful student body and faculty that would be hard to leave."

4. **What factors of your work are most important to you as you decide whether to continue teaching at your school or to leave the teaching profession?**

Student body	"Having students who are motivated to do their best is a big plus."
Colleagues	"I'm a team player and rely heavily on my colleagues for support and interaction."
Class size	"Small classes are great, but quality is more important to me than quantity."
Influence on curriculum	"Especially in specialized classes, the teacher is the best one to develop curriculum."
School leaders	"Leaders who trust faculty to make curricular decisions, but who are there for support are a real plus."
Compensation and benefits	"I don't think money is the motivating factor to anyone involved in quality education. I do appreciate tuition help for my children."
Reputation of school	"Reputation could be subject to rumor. I would prefer to get to know a school myself."
Professional development activities	"Always a plus. Without these opportunities a school will become stagnant."

5. **Of the benefits offered to you at your school....which are most important to you?**

Health care	4.3 out of 5
Retirement	3.7
Tuition support	3.1
Housing	1.2

6. **What characteristics describe an excellent teacher at your school?**

"Caring, warm, understanding, and professional."

"Hardworking, knowledge of subject matter, fair."

"Knows how to get the material across to the students. Creative."

"Dedicated, knowledgeable, energetic, humorous, flexible."

"Committed to excellence--willing to change self as well as others."

"Caring, willing to give above and beyond what is expected, always striving to improve educational experience for students."

"A teacher who draws out the best in all the students, not just the 'gifted and talented.'"

7. **Do you think the compensation system at your school is structured to encourage excellence in teaching?**

Comments representative of those who responded "no":

"There should be recognition for excellence, not longevity."

"The people who do their most are not necessarily compensated for their efforts."

"I would like to see a merit-based pay rather than a seniority-based pay."

Comments representative of those who responded "yes":

"There is a continual effort at our school o improve the teacher compensation package. People really don't go into teaching for the money but rather for the joy or pleasure of working with students."

Other comments:

"I don't think money is a motivating factor. I would not like the system to change, especially if teachers felt in competition with each other. Good teachers are rewarded daily when they see their students excel. We are all encouraged to excel."

8. **How effective is the faculty appraisal at your school?**

"Yes, through observation of classes, weekly meetings, and a formal appraisal each year. The administration takes the time to get to know the strengths of each faculty member."

"Not very effective--no standard of measure."

"It is up to the administrator to be aware of teaching and to make himself a presence."

"The appraisal system is extremely effective because one's immediate supervisor not only writes up an appraisal on the employee but takes the time to sit down and discuss the appraisal."

"I'm not sure the formal appraisal system enables such distinctions, but the frequent informal observations certainly do."

"Not really--evaluation system is often based on hearsay--needs direct observation of teaching styles by qualified evaluators."

"I don't feel like the administrators are very aware of what is going on. Some teachers are in a rut."

"Just need to be careful not to let one parent sway opinions."

9. **How effective is your school's programs for faculty development and support for collaboration with colleagues?**

"Excellent support and opportunity."

"They would be more effective if people were willing to use them more...perhaps if advanced degrees were more adequately compensated."

"Marginal--school need more support for graduate study."

"Collaboration is excellent within each division. This is strongly encouraged by the administrators. I would like to see more collaboration between divisions."

10. **How has your school helped you develop your skill in applying computer technology to your teaching?**

"Paid for a summer course and two technology courses."

"Our computer coordinator has been very helpful--classes, workshops, support at any level."

"The computer teacher is tireless in teaching teachers, looking for software and new ideas, and prodding teachers."

"We have one teacher in the computer department who is particularly patient and accommodating with teachers' questions, problems, etc. I'm not sure the headmaster is gung-ho about it, but he is not unsupportive."

Appendix 18: School R

Number of Respondents: 31 **Ethnicity:** 22 White, 2 Jewish, 2 Black, 1 Latino, 1 Mixed, 3 N/R
Gender M 12, F 19
Median Years in Teaching: 22 **Median Years at present school:** 11

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children 15
("I wanted to make a difference in the formative years, and I want to learn something or gain a [new] perspective every day. I don't think that business affords those opportunities.")

Love of subject 9
("I love the subject I teach and find teaching a lovely, challenging, and painless way to keep learning myself.")

Personal fulfillment, accomplishment, growth 6
("The opportunity to stay continuously absorbed in my art without commercial pressure or consideration.")

Desire to serve, help others 4
("My own good experiences with teachers in school, and my desire to help, to 'make a difference')

Role models 4

Working hours/family needs 2

Career open to women 1
("As a girl growing up I felt teaching was one of the few professions acceptable for women.")

Vacations 1

Sense of calling/family tradition 1

Avoided Vietnam 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School's philosophy/mission 12
("Progressive philosophy, diversity, less preppy than most.")

School atmosphere, quality of students, standards, facility 9
("Diversity, mission, relaxed atmosphere, power given to students.")

Job opening/offer 9
("Good position offered.")

Autonomy/empowerment 3
("They offered me the freedom to create a program.")

School's reputation 3

Diversity of students 3

Appreciation for the arts	3
Commitment to diversity	3
Faculty	1
Independent coed day school	1
Class size/school size	1
Location	1
Alumnus	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.5
School's philosophy and mission	4.1
Reputation of school	3.8
Influence on curriculum	3.7
Class size	3.6
Relationship with colleagues	3.3
Professional development	3.2
Relationship with school leaders	3.2
Compensation and benefits	3.2

Comments:

"I stay because of diversity and philosophy. Were I to leave it would be a result of hierarchical administration and abrasive unionized faculty--i.e., no community of colleagues."

"I'm here because of inertia. The morale is bad and worsening quickly."

"Teachers here do not support each other's efforts and stay isolated in their classrooms."

"I can do many things in the classroom that I could not do at another school. I enjoy the subjects that I teach."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.7

Retirement system	3.3
Tuition support for faculty children	1.8
Housing	1.4

Suggestions:

"Tuition support would be a great benefit to have."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	31

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	21
Maybe	5
Yes	3

Comments:

Among those who answered "no" the following comments are representative:

"Some sort of merit pay system would be needed--or no tenure."

"Once given a continuous contract you can rest on [your] laurels if you so choose or if your motivation wanes. Although this is a minority of teachers it's a problem."

"Everyone moves step by step regardless of the quality of work or commitment. The problem is not so much in the pay scale as in tenure/long-term contracts. The school cannot hold teachers accountable."

"After years of mediocre pay increases, too many teachers decide not to go the extra mile and, of course, the students are the losers."

"No because it is solely based on experience with no incentive nor reward for doing extra or more. Many colleagues do the minimum and complain about that."

"No support for advanced degrees, no requirement of education degree or course experience. (I believe this makes a difference.)"

"I would suggest that recognition (financial and otherwise) be given for additional work (i.e., after school projects, initiating new programs, etc.)."
"I would have compensation for additional coursework."

"Excellent teachers are not rewarded but teachers that are popular with the administration are given jobs (Deans, etc.) that get higher compensation."

Among those who answered "yes" the following comments are representative:

"Development and venture grants encourage excellence in teaching."

"As much so as any egalitarian system can be. I am much opposed to so-called 'merit pay' as it is often poorly administered and rewards conformity more than performance as has been demonstrated with this school's non-teaching staff."

Among those who responded "maybe" or did not respond to the question directly the following comments are representative:

"I do not like merit pay. Perhaps more money for professional development and half-year sabbaticals. At least we are not engaged in currying favors."

"I am not sure any compensation system can produce excellence in teaching.

7. **Does gender make any difference in a teacher's compensation at your school?**

No	28
Unsure	2
Yes	1

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Special process for beginning teachers	25
Post-evaluation conference with supervisor	18
Full-period classroom observations	16
Student course evaluations	10
Yearly evaluation by department or division head	10
Goals-setting conference with supervisor	9
Collegial classroom visits	8
Self-evaluation	5
Process for evaluating supervisors and administrators	2

Comments:

Several teachers commented that the evaluation comes every two or three years.

"After three years there is little regular appraisal."

"We have no formal appraisal for tenured teachers."

"At [the] moment [there is] no faculty appraisal system."

"At [the] moment I am unsupervised."

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

No	12
Yes	9
Maybe	6

Comments from those responding "no":

"There is enough advanced warning that you can prepare a lesson as a 'show.' In the case of ineffective teachers who have a continuous contract, [the] administration 'can't' seem to get rid of them."

"All that can be done is 'counsel' ineffective teachers--tenure and union prevent real supervision with consequences."

"Once a teacher is tenured, he/she may become ineffective and there's no way to get rid of them!"

"...there is no formal process that would enable administrators to fully appraise a teacher's effectiveness."

"It is too random. There is no set system for teacher evaluation."

"Too much is based on rumor and innuendo."

Comments representative of those responding "yes":

"It is pretty well known through observation and student feedback who is doing effective work."

"Classroom observation is critical for assessing teacher effectiveness.

"Executive committee of faculty and an effective grapevine."

"Unfortunately, many department heads and few administrators have the respect of the faculty. They are poor supervisors and frequently exacerbate problems into full-blown crises."

Comments representative of those responding "maybe":

"Hard to say. I think not--it's a problem that's being struggled with right now. It's a fragile community, so it's a volatile topic."

"It ought to if administrators were to carry out mandated responsibilities."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Opportunities to attend workshops, conferences, etc."

"What programs?"

"We really don't have any professional development. It happens haphazardly. I talk with my supervisor and colleagues for mine."

"Special grants called venture grants."

"Discussion with colleagues is the most important. If time permitted, taking courses would be wonderful."

"Venture grants and conferences have been the best for me."

Suggestions:

"More work needs to be done within the school community to get the faculty working on innovative projects."

"Need to give more money for graduate school and acknowledge grad study in salary scale."

"More conferences and more conference days. More time to meet with colleagues and plan curriculum."

"...I would highly recommend the National Seminars Group as outstanding facilitators. Group retreats by department or within the administrative team may actually be a great opportunity for growth and development!"

"Sabbaticals--or semester's leave."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"The issue of how to change, support, or alter the teaching methods of those teachers who are 'burned out,' need to retire, are no longer effective, are not progressive in their methods, is a serious one. Morale is low because the whole system does not pull equally."

"Smaller classes. Some positive feedback once in a while--all we seem to ever hear is what's wrong."

Appendix 19: School S

Number of Respondents: 59
Ethnicity: 48 White, 2 Asian, 1 Jewish, 7 N/R
Gender M 17, F 41, 1 N/R
Median Years in Teaching: 18
Median Years at present school: 9

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children 32
("Working with children especially at an age level in which they are maturing into more independent people. To be able to guide and support them in their growth as a person as well as a student.)
("The love of children and a desire to be in an environment of lifelong learners who are interested in sharing knowledge and committed to children.")
("I like working with kids, people in general, and found the concept of figuring out how kids learn best [or why they are not learning] to be incredibly fascinating.")

Personal fulfillment, accomplishment, growth 13
"Lifelong learning; wanting to instill my passion for arts/music in others. Fulfillment in life's work. It was important to have a job doing what I love.")
("The possibility of living my ideals.")
("Multifaceted, fun, stimulating.")

Desire to serve, help others 11
("The idea that I, as an individual, could have an impact on the world.")

Love of subject 9

Sense of calling/family tradition 6
("I grew up among teachers...couldn't imagine a more exciting, rewarding career.")

Flexible schedule/family needs 4

Faculty colleagues 2

Vacations 2

Role models 1

Not boring 1

Vietnam War 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility 22
("Community spirit. It's a happy place. Respected as an educator. The open campus. Freedom to design own music curriculum. Heart of school: focus on children.)
("A feeling of community that exists here.")
("Its openness and innovation: no grades, students on committees, creative scheduling.")
("This school is the most humane, stimulating, interesting environment I have seen.")
("Strong academics coupled with a respect for students as people.")
("Values-centered education, great colleagues, complete educational freedom, a global perspective (we have a three-week exchange in Mexico City), child-centered education. And it's in the best city in the U.S.")

Autonomy/empowerment ("Freedom to be myself, not stifled by set-in-stone curriculum.") ("Freedom of teaching individuals as an individual.") ("I like having the curricular freedom and personal responsibility to make decisions in the classroom instead of dictation from the state or people not familiar with the education of young children.")	14
Class size/school size ("Smaller student teacher ratio, greater control over curriculum and operation of the school.")	10
Faculty Colleagues ("The sincere, caring attributes of the faculty towards kids.")	10
School's philosophy ("Its promise to consider the individual child, and its emphasis on experiential learning.")	8
Location ("....is affordable for teachers.")	6
Independent coed day school	5
Job opening/opportunity ("First started as a fill in, has since become a very exciting opportunity to work in a first-class educational environment.")	4
Child at school ("My son wanted to attend school here, and it seemed like a good time to leave the public schools.")	4
School's reputation	2
Summerbridge	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.8
Class size	4.5
Relationship with colleagues	4.3
Professional development	4.3
Influence on curriculum	4.3
Reputation of school	4.2
School's philosophy and mission	4.2
Relationship with school leaders	3.9
Compensation and benefits	3.3

Comments:

"Sometimes [I feel] concern for the less fortunate students in public education who do not have as many opportunities available to them, especially outside of school. I could give them some of me they might not get in another way."

"The liveliness of students and love of my colleagues keeps me here. Loss of academic freedom, change in school practice or philosophy, injustice to other faculty would be incentives to leave."

"Tuition remission is an important factor in my retention, no only because my child benefits from the education here, but because it is a huge factor in the development of the sense of community here."

"This surely is a lovely place to teach, but I don't have enough time with my students. This alone is enough to make me want to leave sometime in the next few years."

"The retirement benefits are wretched, impossibly low."

"Administration seems to be evolving into much more of an authoritarian, 'top down,' and rather arbitrary operative mode."

"Salary could entice me to leave, a higher one that is. Of course then I remember the intrinsic parts that can't be measured monetarily."

"The only reason I might consider leaving this position would be to go somewhere where I could make more money."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Health care	3.3
Tuition support for faculty children	3.1
Retirement system	3.0
Housing	1.2

Suggestions:

"Even greater matching funds for retirement."

"Need dental for all."

"Benefits have little to do with why I stay at my school or in my profession."

5. **Please check the box(es) that best describe your school's compensation system.**

Strict salary scale set by years of experience	53
Salary scale with room for school head's discretion	4
Other	4

Salary scale with merit pay	1

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No "yes/no" response	23
No	17
Yes	10

Comments:

Among those who did not offer a direct "yes" or "no" answer the following comments are representative:

"I'm not convinced that years of education, number of degrees, and years of teaching add up to teaching excellence. Merit is a factor that needs to be addressed--so does time devoted to the job."

"I do not think that compensation is the best way to increase excellence."

"Our school should not try to use compensation to encourage excellence in teaching. Good teaching arises from motives which have little to do with compensation."

"Excellence and compensation are not tied together as closely as this question suggests (read Drucker)."

"Compensation based on evaluation needs a clear/fair evaluation system. We don't have a track record on this."

"Compensation may not be high enough to attract new and highly experienced teachers."

"No one goes in teaching for the compensation. Having said that, it is the moral imperative of each school to present the best compensation system possible. The new system is on the right track."

"In my case, I took a $10,000 cut in salary to come to work here, but tuition remission has made it worth it, and I am pleased with the education my son is getting."

"Tuition remission should be 100%."

"Not necessarily since our tuition remission has been diminished, yet it is still used as a stick in conversations instead of being seen as a carrot which also benefits the school as a whole."

Among those who answered "no" the following comments are representative:

"No, I don't think the compensation system encourages excellence. The question is, should it be? I like the fact that boy and large we are treated as professionals who strive for excellence in all we undertake. I'm not convinced of the validity of 'merit pay.'"

"It does not appear that [the] system acknowledges the differing amounts of effort/work contributed by different faculty members."

"It seems rigidly structured--it takes a long time before compensation is adequate for a highly trained professional. Increase salaries in the early years."

"No, and it shouldn't be. That should be handled through faculty evaluation."

"Merit pay will encourage divisiveness."

Among those who answered "yes" the following comments are representative:

"Generally true--encourages experienced teachers to stay, encourages teachers to get more training."

"Competition among teachers centers on achievement or status not money. Monetary rewards cheapen principles, appeal to a less desirable form of competition skewed toward materialism and away from the real goals. Reward with praise and recognition if you must. Use money for what it is best for, to buy things that are needed. If you want more done, pay for the job. Don't mix values and money."

Suggestion made by several respondents:

"I would promote a sabbatical system. Teachers need to be professionally recharged. We need one!"

7. **Does gender make any difference in a teacher's compensation at your school?**

No	54
Yes	4
Unsure	1

Comments:

"Female teachers, with young children, have difficulty with child care and the flexible nature (or lack thereof) of the school.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Self-evaluation	44
Special process for beginning teachers	39
Goals-setting conference with supervisor	34
Student course evaluations	20
Post-evaluation conference with supervisor	15
Collegial classroom visits	13
Yearly evaluation by department or division head	11
Process for evaluating supervisors and administrators	10

Full-period classroom observations	6

Comments:

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

No	19
Maybe	18
Yes	9

Comments from those responding "no":

"As in public schools ineffective folks are allowed to remain pretty much unremediated, unless they do something really outrageous."

"Administrators are not spending enough time in the classroom to know what is actually happening."

"All talk, no real time for implementation."

"Virtually no one (peer or administrator) has ever spent much time watching me teach. Most "evaluation" (as such) seems to be on the basis of my "attitude" and comments in discussions. Since I'm "cranky" and "annoying" I'm viewed rather negatively and that seems to be applied to my perceived teaching efficacy by administrators. Parents, kids, and peers have a higher opinion of me."

"So far there has not been a consistent or regular evaluation process."

Comments from those responding "maybe":

"It feels as if evaluation is based on discussions about teaching with parents, teachers, students, and administration rather than based on observations. The few times I've been observed by an administrator or department head there has been very little feedback."

"Everyone seems so busy that it is difficult to set quality time aside for evaluation."

"Perhaps no. But it seems that most of the faculty is of high caliber. We must have a fine hiring process in place."

"Probably not, a new evaluation system is in place. It's not evident how it will work."

"We are a small school, so no one hides. We are initiating a new system this year. It's too new for me to have an opinion."

Comments representative of those responding "yes":

"Administrators should be expected and able to appraise effective teaching. Administrators should also be appraised on their effectiveness in performing this function."

"Because of the small size of the Lower School the administrators can be aware of and working with all children and teachers in the classrooms."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"$ for grad school has been fantastic. The school does an excellent job at providing support for us."

"Annual contributions to professional development ($400/year) plus support for special projects."

"I enjoy the freedom to use my $400 professional growth money as I most need it--classes, computer software, etc."

"The most effective in the Lower School is the relationship with Lewis Clark for intern training."

"The team approach to professional development funds is great!"

Suggestions:

"We need a sabbatical system."

"Developing discussions across grade level in different divisions."

"Attendance at workshops and hardware to enable me to be more effective at my job."

"Increase availability of funds for conferences, continuing ed."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Recruitment of teachers of color would be welcome."

"High school faculty need to be better supported by administrators and others in the school."

"I feel all persons employed at this school have the right to receive a living wage."

Appendix 20: School T

Number of Respondents: 41 **Ethnicity:** 38 White, 2 Asian, 1 Latino
Gender M 10, F 31
Median Years in Teaching: 16 **Median Years at present school:** 7

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children 15
("The challenge to finding the key to helping each child discover the joys of learning.")

Desire to serve, help others 7
("Chance to make a difference, to partake in meaningful, significant work.")

Role models 6
("As a child, it was the only female role model I had other than mother. I was good in school and started 'teaching' my sister before she started school.")
("Followed example of parents--both teachers--they had fun, felt productive, were able to support themselves in an ethical way.")

Love of subject 6
("A chance to work with math concepts with teenagers.")

Acceptable profession for women/family needs 5
("At the time it was one of the few opportunities available to women [does that date me?]. Nurse and flight attendant did not appeal.")
("At the time of my education, there were few options open to women: teaching and nursing and secretary and housewife.")

Vacations/schedule 5
("Enjoyed children--wanted career that was fulfilling yet allowed time and flexibility for my own family.")

Personal fulfillment, accomplishment, growth 4

Sense of calling/family tradition 3
("I was born to do this, as an artist who also teaches.")

Job opportunity 1

Accident 1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility 13
("...the opportunity to teach unhampered by public school distractions.")
("Excellence in student body, faculty, administration; less paperwork; more emphasis on learning; freedom to teach in my own style.")
("No discipline problems of a serious nature.")

Independent single-sex school 12
("I have a long association with private schools as a student and teacher....Public school is toooo bureaucratic.")
("[the school's] commitment to single-sex education.")

School's reputation	8
Class size/school size	7
Autonomy/empowerment ("The opportunity to develop a music curriculum.")	5
Faculty ("The great people that work in the department and at the school.")	5
Compensation and benefits	4
Administration	3
Job opening/offer	3
School's philosophy and mission	2
Location	2
Family's experience at the school	2
Appreciation for the arts	1
Commitment to athletics	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.7
Relationship with colleagues	4.6
Class size	4.6
Reputation of school	4.6
School's philosophy and mission	4.5
Influence on curriculum	4.4
Professional development	3.9
Relationship with school leaders	3.9
Compensation and benefits	3.9

Comments:

"I am very satisfied with all aspects of the school, with the exception of more emphasis towards continued professional development."

"One factor that is very important to me is to be respected for my knowledge and expertise in and out of the classroom and to have my opinions considered seriously (although not always accepted) when decisions are being made."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Retirement system	3.2
Health care	3.1
Tuition support for faculty children	2.4
Housing	1.6

Suggestions:

"Faulty children should be tuition free."

"I strongly believe more psychological medical coverage should be available through health plans."

5. **Please check the box(es) that best describe your school's compensation system.**

Salary scale with room for head's discretion	25
Strict salary scale set by years of experience	21
Salary scale with merit pay	2
Not sure	2

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

Unsure/no direct response	14
No	12
Yes	12

Comments:

Among those who were unsure or did not respond to the question directly the following comments are representative:

"The faculty...are committed to excellence with/without compensation. Compensation systems affect morale more than anything."

"It tries. However there are always people who have been around forever and take the easy approach to teaching. The salary scale works to their advantage even without the additional money added by the head."

"I believe that merit pay might foster competition among the faculty. I believe an overall increase in pay would improve the quality of teaching at all schools."

"How do you reward excellence without merit pay? How do you define excellence? What I believe is excellence may not be in the eyes of others."

"While compensation is important, most teachers do not consider it a top priority. Teachers are more inclined to be motivated by working conditions. For many, a responsible administration that provides a suitable environment for teachers is more important than compensation."

Among those who answered "no" the following comments are representative:

"We have a scale and there is very little room for compensating teachers that go beyond the call of duty."

"Anyone an stay at a job for years and complete it with mediocrity. Experience does not equal excellence!"

"I think that this school recognizes that teaching is worthy of just compensation [and] that excellence in teaching is not/should not be in response to compensation."

"I don't believe so because I feel that [my school] hires great teachers to begin with. There's no need for merit pay--competition would hurt morale."

"We need to award pay increases for advanced degrees."

"Not much encouragement to be evaluated and to improve!"

Among those who answered "yes" the following comments are representative:

"The head can reward or penalize teachers for their performance when she determines their salary for the next school year so most teachers attempt to perform at their fullest capabilities."

[Note: most "yes" responses were given without comment.]

7. **Does gender make any difference in a teacher's compensation at your school?**

No	29
Unsure	9
Yes	1

Comments:

Even among those indicating "no" many respondents stated that they were not certain.

One teacher commented: "The department you are in makes a difference. Science and math teachers--I understand--receive higher pay to keep them in teaching. Most of these teachers are male at my school."

8. Please check the box(es) that describe your school's faculty appraisal system.

Self-evaluation	28
Full-period classroom observations	28
Special process for beginning teachers	27
Student course evaluations	24
Process for evaluating supervisors and administrators	1
Post-evaluation conference with supervisor	30
Collegial classroom visits	23
Yearly evaluation by department or division head	18
Goals-setting conference with supervisor	19

Comments:

Several teachers commented that, depending upon years of experience, the evaluation comes every three years.

Several teachers expressed a strong interest in developing a process for evaluating supervisors and administrators.

9. Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?

Maybe	20
Yes	10
No	10

Comments from those responding "maybe":

"To a degree--but even if a teacher is found to be ineffective, they [sic] are maintained on staff."

"We have not had a system but are developing one. I have been formally evaluated only once."

"We just began a new system that gets administrators into our classrooms. Before this year, it never happened. We'll have to see how well they distinguish between teachers."

"I don't think it takes a big, long process to determine good teachers...I'm not in favor of formal appraisal systems. Studies show they don't make a more effective teacher. However, realistically they're needed to justify firing...especially now when a school may be forced to make a case in a court of law. Our school, like most private schools, seems to be able to keep the better teachers and let the others go. That's why I'm in private schools. If you're a good teacher, you'll be rehired. If not your contract is simply not renewed. I think it helps keep teachers on their toes. Mediocrity is simply unacceptable when working with young children."

Comments representative of those responding "yes":

"Our principal meets with us regularly to keep informed of student progress, classroom experience, and other pertinent matters. She sees us interact regularly with students, and our evaluation system gives her the chance to make formal visits to our class."

"The evaluation process includes three visits by at least two different people. While this does not provide insurance against ineffective teaching, it does provide good information. Couple evaluation with student and parent comments and professional unscheduled observation, and the picture is more complete."

"Yes--in such a small, close community we are well aware of one another's needs and individual teaching situations."

Comments from those responding "no":

"No. Because the tool that is used is very good, but the administrators do not have the time or help to evaluate the faculty appropriately."

"No system of appraisal really does, because teachers put on a special performance for evaluators. Visits should be frequent and unannounced."

"No. Not enough visits by administrators."

"Doubtful--the real administrators (division heads on up) don't see us in classroom situations enough to make informed judgments. They also lack the requisite technical knowledge to determine if we know what we are talking about."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"The summer study grants have been the most useful. They have enabled me to study and live in a Spanish-speaking country to improve my rusty speaking/listening skills."

"Summer study grant program has been excellent and has had a direct impact on my classroom teaching."

"Most effective professional development programs relate to my specific teaching discipline."

"The school enabled me to attend the Metropolitan Opera "Creating Original Opera" program, which has definitely changed my teaching."

"Our school is extremely supportive of professional development."

"We have little or no structured program for professional development."

"I enjoyed Stephen Glenn discussing self-reliant, self-confident people, and I enjoyed the workshops put on by our own staff about assessment."

"The summer computer class was very helpful and useful."

"Most positive impact has come from my master's coursework, which the school has partially funded. I also found a beginning teacher's conference I was encouraged to attend useful."

"The headmistress and assistant headmistress are very supportive of my desire to learn from other independent schools."

"...the more general types of professional development that we have at my school has increased my overall understanding of family dynamics and children's issues in the 90's."

"When coaching there seems to be zero time for professional development."

Suggestions:

"Encourage MORE professional dialogue and experimentation, less NCTE nominal "development" and more activity that makes teachers work as teachers in courses and workshops."

"We need to allow faculty time to visit other schools and free time for professional curriculum development with technology."

"Allow each person one major conference per year--with substitute teacher pay included."

"Encouragement to study abroad; to participate in workshops and seminars in my field. Most of the 'in service' days have not been productive or satisfying."

"In-service days during which all of us listen and interact with one speaker are at times not helpful. Some of us are already in touch with the ideas and are using them and others are totally uninterested. Individual programs are much better so they can be adapted to each one's needs."

"Professional development opportunities targeted for a particular division--held at school."

"I would like to be able to receive help with tuition for classes I take during the school year."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"This is an extremely encouraging and supportive environment in which both students and administration respond positively to teacher effort and commitment--flexible and open response is characteristic."

"We need more minority teachers."

Appendix 21: School U

Number of Respondents: 24 **Ethnicity:** 18 White, 1 Asian, 5 No Response
Gender M 19, F 4, N/R 1
Median Years in Teaching: 22 **Median Years at present school:** 8

1. **What attracted you to teaching, as opposed to a career in another profession?**

Personal fulfillment, accomplishment, growth ("Opportunities for personal growth and continuous learning")	10
Working with children ("Intellectual activity combined with athletics, opportunity to have a significant influence on young people")	6
Desire to serve, help others	3
Variety of job	3
Availability of job/serendipity	3
Love of subject ("I enjoy mathematics, mathematical thinking, the challenges and pleasures, and in sharing these ideas with others")	2
Role models/experiences as a student	2
Sense of calling/family tradition	1

2. **What attracted you to teaching at your school, as opposed to other schools?**

School atmosphere, quality of students, standards, facility	9
Compensation and benefits	6
Housing/boarding school life	5
Location	5
School's history and reputation	4
Faculty	3
Job opening/offer	2
School's philosophy and mission	1

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students	4.7
Class size	4.5

Relationship with colleagues	4.3
Professional development	4.1
Compensation and benefits	4.0
Reputation of school	3.9
School's philosophy and mission	3.4
Influence on curriculum	3.2
Relationship with school leaders	2.7

Comments:

"Senior faculty are made to feel passe and unwanted."

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Retirement system	3.4
Health care	3.2
Housing	3.1
Tuition support for faculty children	2.0

Suggestions:

Dental insurance, support for faculty to purchase home, disability insurance

5. **Please check the box(es) that best describe your school's compensation system.**

Salary scale with school head's discretion to reward performance	12
Salary scale with merit pay	9
Strict salary scale set by years of experience	4
No salary scale	4

Note: several teachers checked more than one choice.

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	9

Yes	6
Maybe	4

Comments:

Among those who answered "no" the following comments are representative:

"Excellence is expected regardless of pay. Compensation is not the issue--communication as to how we can improve is key."

"[The] compensation system encourages quantity rather than quality in responsibilities, perpetuating a culture of compromise rather than excellence."

Among those who answered "yes" the following comments are representative:

"Merit and flexibility reward individual achievment."

"Relative to other professions, there's not much external compensation anywhere in teaching to keep excellent people in the profession."

Among those who responded with uncertainty to the question the following comments are representative:

"Change needed: clearer communication about how one might improve his performance."

7. **Does gender make any difference in a teacher's compensation at your school?**

No	12
Unsure	6
Yes	6

Most indicated uncertainty, even if answering "yes" or "no."

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Yearly evaluation by department or division head	24
Student course evaluations	23
Self-evaluation	20
Full-period classroom observations	18
Post-evaluation conference with supervisor	15
Process for evaluating supervisors and administrators	14
Collegial classroom visits	10
Special process for beginning teachers	7
Goals-setting conference with supervisor	5

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Yes	10
Maybe	9
No	5

Comments representative of those responding "yes":

"[The system] is multilayered, but it should happen throughout the year."

"The department head is very fair and gives a disinterested view."

"Small school, merit well known."

"Student experience questionnaires in tandem with class visits by department head and self-evaluation provide good information."

"The highly selective nature or the recruitment process is one means of assuring that teaching is of a high caliber."

Comments from those responding "maybe":

"The administrators rely on department heads, so it all depends how well the heads do their job. The 'administrators' are not competent to judge for themselves. They are desk-bound."

Comments from those responding "no":

"No administrator visits classes."

"Evaluation is non-critical/very supportive. Department Heads and Dean of Faculty should be more aggressive in their pursuit of 'appraisals.'"

"My departmental evaluation is a paraphrase of my own written evaluation. No contact has been made since the year I arrive (once) to see me teach. Everything the administration 'knows' is hearsay, primarily based on student comments."

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

Comments:

"Design of new curricula has encouraged the most significant and most positive professional development I have experienced in my ten years of teaching. Emphasis on collaboration among teachers and on teachers as learners, rather than experts, has been the crucial ingredient. Schools must buy time for teachers to fully engage in such a process."

"We don't talk about or study much actual teaching. Development is largely focused on the subject of new technologies."

"There is not enough professional development at this school. There is no set structure that allows faculty time off for development without burdening your colleagues for coverage."

"Excellent support for faculty development."

"Support is very generous for summer study and sabbatical."

Suggestions:

Computer and technological training–that is, in integrating these into classroom teaching."

"The best thing a school could do would be to encourage summer travel. I develop most when I visit the country whose language I teach....The five-year travel allowance is inadequate."

"Provide faculty workshop days."

Please feel free to make any additional comments or suggestions about recruitment, compensation, appraisal, development, and support of faculty at your school. Attach an additional sheet if you wish.

"Why are you so focused on compensation and benefits? This is a lifestyle, not a 9 to 5 job."

Appendix 22: Summary of Responses*

*Note: School Q's faculty received an earlier form of the questionnaire; hence, their responses to several questions are not included in the data. For instance, they were not asked about their race; hence, the number of respondents is larger than the aggregate of teachers grouped according to race.

Number of Respondents: 652
Gender F 403, M 253, N/R 4

Race: 504 White, 85 No Response, 13 Asian, 8 Latino, 8 Black, 4 Mixed

Median Years in Teaching:

School N	24
School B	23
School R	22
School U	22
School O	21
School C	20
School G	20
School L	19
School S	18
School F	17
School D	17
School T	16
School P	16
School A	16
School K	15
School J	15
School H	15
School Q	15
School M	13
School I	11
School E	10

Median Years at Present School:

School N	19
School B	12
School R	11
School C	11
School F	10
School J	9
School G	9
School D	9
School S	9
School U	8
School I	8
School K	8
School T	7
School E	6
School O	6
School Q	6
School A	6
School L	6
School P	5
School H	4
School M	3

1. **What attracted you to teaching, as opposed to a career in another profession?**

Working with children	288
Personal fulfillment, accomplishment, growth	163
Love of subject	129
Desire to serve, help others	76
Sense of calling/family tradition	47
Career open to women/conducive to family	38
Role model teacher	38
Vacations	36
Fun/not boring	11
Faculty colleagues	8

Other reasons cited include: autonomy, accident of life, Vietnam War, compensation, job available, profession for artists to teach, respected profession, tuition repayment, opportunity to coach, scholarship incentive or requirement, and business world reprehensible.

2. What attracted you to teaching at your school, as opposed to other schools?

School atmosphere: quality of students, standards, facility	239
Faculty	97
Autonomy/empowerment	96
Location	87
School's reputation	78
Job offer/opening	77
School's philosophy and mission	75
Class size/school size	67
Independent school	54
Compensation and benefits	38

Other reasons mentioned include: the administration, the interview, husband's job, recommendation of friend, teaching/coaching assignment, children at the school, alumnus of the school, commitment to diversity, school's support for the arts, ability to work part-time, willingness of the school to take a chance, not certified to teach in public school, and recruited to the school..

3. **For all of the following factors that affect you as you decide whether to continue teaching at your school, please rate your level of satisfaction from five (highly satisfied) to one (highly dissatisfied). Comment briefly, if you can, on what keeps you at your present school, or on what might entice you to leave for another school or another profession.**

Contact with students

School	Rating (out of 5)	Rank for that school (out of nine variables)
S	4.8	1
K	4.8	1
A	4.7	1
B	4.7	1
D	4.7	1
F	4.7	1
G	4.7	1
M	4.7	1
T	4.7	1
U	4.7	1
I	4.7	2
C	4.6	1
J	4.6	3
L	4.5	1-2 (tie of 2 variables)
P	4.5	1
R	4.5	1
M	4.5	2
N	4.5	2
O	4.5	3
E	4.3	4

Class size

School	Rating (out of 5)	Rank (out of 9)
J	4.8	1
H	4.7	1
T	4.6	2
I	4.6	5
S	4.5	2
O	4.5	2
U	4.5	2
D	4.5	4
N	4.4	1
E	4.4	3
K	4.3	2
F	4.3	4
G	4.2	3
P	4.2	3
C	4.2	5
M	4.2	5
B	3.8	5
A	3.6	5
R	3.6	5
L	3.6	8

Relationship with Colleagues

School	Rank (out of 5)	Rating (out of 9 variables)
I	4.8	1
D	4.7	2
T	4.6	2
H	4.5	3
E	4.5	2
G	4.3	2
A	4.3	3
F	4.3	3
K	4.3	3
S	4.3	3
U	4.3	3
C	4.2	3
B	4.1	3
L	4.1	4
J	4.1	5
M	4.1	5
O	3.9	5
N	3.8	5
P	3.7	7
R	3.3	6

Reputation of School

School	Rating (out of 5)	Rank (out of 9)
I	4.7	3
O	4.6	2
T	4.6	2
A	4.4	2
C	4.4	2
B	4.3	2
D	4.3	5 (tie out of 3 variables)
J	4.3	5
H	4.2	4
M	4.2	4
P	4.2	4
S	4.2	6
E	4.1	5
K	4.1	4
F	4.0	6
N	3.9	4
L	3.9	6
U	3.9	5
R	3.8	3
G	3.7	5

School's philosophy and mission

School	Rating (out of 5)	Rank (out of 9)
E	4.6	1
I	4.6	4
T	4.5	5
F	4.4	2
L	4.4	3
J	4.3	5
D	4.3	5 (tie out of 3 variables)
C	4.2	4
S	4.2	7
R	4.1	2
A	4.1	4
B	4.1	4
O	4.1	4
H	4.1	5
K	4.1	5
P	3.8	5
G	3.5	7
U	3.4	7
N	3.2	8
M	3.2	9

Influence on curriculum

School	Rating (out of 5)	Rank (out of 9)
D	4.6	3
I	4.5	6
T	4.4	6
P	4.3	2
M	4.3	3
S	4.3	5
F	4.1	5
E	4.1	6
K	4.0	6
L	4.0	7
C	4.0	8
A	3.8	6
R	3.7	4
L	3.7	7
O	3.7	7
H	3.6	8
B	3.5	7
G	3.5	8
N	3.4	6
U	3.2	8

Professional development

School	Rating (out of 5)	Rank (out of 9)
L	4.5	1-2 (tie of 2 variables)
J	4.5	4
I	4.4	7
S	4.3	4
G	4.1	4
C	4.1	7
U	4.1	4
D	4.0	9
T	3.9	7-9 (tie)
E	3.8	4
M	3.7	7
H	3.7	6
F	3.6	8
O	3.6	8
B	3.5	6
A	3.5	7
N	3.4	7
K	3.3	8
P	3.3	9
R	3.2	7-9 (tie of 3 variables)

Relationship with school leaders

School	Rating (out of 5)	Rank (out of 9)
D	4.3	5 (tie of 3 variables)
I	4.3	8
C	4.2	6
L	3.9	5
S	3.9	8
T	3.9	7-9 (tie)
O	3.8	6
F	3.7	7
K	3.7	7
H	3.7	7
P	3.7	8
J	3.7	9
G	3.6	6
M	3.6	8
E	3.6	9
A	3.4	8
R	3.2	7-9 (tie of 3 variables)
B	3.1	8
U	2.7	9
N	2.6	9

Compensation and Benefits

School	Rating (out of 5)	Rank (out of 9)
M	4.4	2
D	4.1	8
N	4.0	3
U	4.0	4
C	4.0	9
J	3.9	8
T	3.9	7-9 (tie)
P	3.8	6
E	3.7	8
L	3.6	9
G	3.4	9
O	3.3	9
S	3.3	9
R	3.2	9
B	3.1	9
I	3.1	9
A	3.0	9
F	3.0	9
K	2.8	9
H	2.7	9

4. **Of the benefits offered to you at your school, which are most important to you? least important? Please rank from 1 to 4. 4=most important, 1=least important. Please comment briefly on any changes you would recommend to improve your school's benefits package.**

Schools Ranking Health Care Most Important (15)

B, C, E, F (tie), G, H, I, J, K (tie), M, O (tie), P, Q, R, S

Schools Ranking Retirement as Most Important (7)

A, D, F (tie), I, K (tie), N, O (tie), U

Note:

Tuition support for faculty children scored much higher than faculty housing, although at one school faculty housing was ranked as the most important benefit.

5.. **Please check the box(es) that best describe your school's compensation system.**

The majority of the faculty at the following schools indicated that their compensation system was:

Strict salary scale set by years of experience (11)

B, E, G, H, I, L, M, N, P, R, S

Salary scale with room for head's discretion (2)

F, O

No salary scale (0-1)

More respondents from school C checked this box than any other, but more than half split their "votes" among other categories.

Salary scale with merit pay (0)

Schools where no majority emerged, suggesting uncertainty (7)

A, C, D, J, K, T, U

6. **Do you think that the compensation system at your school is structured to encourage excellence in teaching? If so, why? If not, what changes in the compensation system would you suggest?**

No	262
Yes	120
Maybe	114

7. **Does gender make any difference in a teacher's compensation at your school?**

No	452
Unsure	117
Yes	52

Comments:

Among those indicating "no" many respondents stated that they were not certain.

8. **Please check the box(es) that describe your school's faculty appraisal system.**

Self-evaluation	340
Yearly evaluation by department or division head	337
Full-period classroom observations	332
Goals-setting conference with supervisor	317
Post-evaluation conference with supervisor	303
Special process for beginning teachers	291
Student course evaluations	229
Collegial classroom visits	205
Process for evaluating supervisors and administrators	122

Comments:

One school's set of responses to this request was so scattered and confusing that they are not included in these data.

At some schools teachers who did not check the box for "yearly evaluations" indicated that evaluations occurred every two or three years.

9. **Does the system of appraisal at your school enable administrators to distinguish between effective and ineffective teachers? Why or why not?**

Maybe	197
Yes	184
No	173

10. **Of your school's programs for professional development, what programs have the most positive impact on your classroom teaching? Do you have any recommendations for improvement in your school's programs to support faculty development?**

See school's individual report.